NOTICE OF MEETING

**There will be a meeting of the Senate
on, Friday, April 8, 2022, at 2:30pm
LOCATION: Virtual Meeting**
Link: Join Microsoft Teams Meeting

AGENDA

Land Acknowledgement

1   **Approval of Agenda** (Unstarring agenda items)

2   **Minutes of the meeting of March 11, 2022**
Approval
S220311M

3   **Business arising from the minutes**

4   **Outstanding Business/Action Items**
  ***4.1   Concurrent General Bachelor of Arts (Drama)/Bachelor of
  Education   – Minor Program Changes (Form C)**
  Greg Chung-Yan-Approval
  S220408-4.1

5   **Reports/New Business**
  5.1   Program Development Committee
    *5.1.1 Program/Course Changes
      (a)   **Dramatic Art – Minor Program Changes (Form C)**
      (b)   **Psychology – Minor Program Changes (Form C)**
      (c)   **Master of Medical Biotechnology (MMB) – Minor
      Program Change (Form C)**
      (d)   **Master of Materials Chemistry and Engineering
      – Minor Program Changes (Form C)**
      (e)   **Master of Materials Chemistry and Engineering – New
      Course Proposals (Form D)**
      (f)   **Business – New Course Proposal (Form D)**
      (g)   **Chemistry and Biochemistry (Undergraduate/Graduate)
      – New Course Proposal (Form D)**
      (h)   **Nursing – New Course Proposals (Form D)**
    Greg Chung-Yan-Approval
    S220408-5.1.1a-h

    *5.1.2 Dramatic Art – Course Learning Outcomes
    Greg Chung-Yan-Information
    S220408-5.1.2

    *5.1.3 Business – Request for Waiver of Course Deletion (ACCT-4580)
    Greg Chung-Yan-Approval
    S220408-5.1.3

    *5.1.4 PDC Reports on University Program Review Status Reports
    Greg Chung-Yan-Information
    S220408-5.1.4

    *5.1.5 Institutional Quality Assurance Process (IQAP) – Revisions
    Greg Chung-Yan-Approval
    S220408-5.1.5

5.1.6	**Bachelor of Engineering Technology (Biomedical Engineering Stream) – Major Program Change (Form B)**	**Greg Chung-Yan**-Approval S220408-5.1.6

5.2   Academic Policy Committee
5.2.1	**2022-2023 Operating Budget Proposal**	**Antonio Rossini-**Information
	a. Proposed Tuition and Compulsory Ancillary Fees	S220408-5.2.1
	b. Proposed Operating Budget	
	5.2.1.1 Report from Academic Policy Committee	**Antonio Rossini-**Information
5.2.2	**Leddy Library Annual Report (2020-2021)**	**Antonio Rossini-**Information S220408-5.2.2

5.3   Senate Governance Committee
5.3.1	**Report of the Review Committee on Employment Equity (RCEE)**	**Kaye Johnson-**Information S220408-5.3.1

5.4	**Senate Student Caucus**	**Dave Andrews-**Information
5.5	**Report from the Student Presidents**	**UWSA/GSS/OPUS-**Information
5.6	**Report of the Academic Colleague**	**Philip Dutton-**Information
5.7	**Report of the President**	**Robert Gordon-**Information
5.8	**Report of the Provost** *[including COVID-19 Update]*	**Patti Weir**-Information S220408-5.8
	5.8.1 Microcredentials Update	**Patti Weir/Nick Baker**-Information
5.9	**Report of Vice-President, Equity, Diversity, and Inclusion**	**Clinton Beckford**-Information S220408-5.9
5.10	**Report of Vice-President, Research and Innovation**	**K W Michael Siu-**Information S220408-5.10

6   Question Period/Other Business

7   Adjournment

University of Windsor
Senate

*4.1:   **Concurrent General Bachelor of Arts (Drama)/Bachelor of Education – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Concurrent General Bachelor of Arts (Drama)/Bachelor of Education be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Background Information:
- At the Senate meeting of March 11, 2022, it was noted that, although the response to the Indigenous question indicated that '*all students in the School of Dramatic Art are exposed to the contributions of Indigenous performers, directors, designers, playwrights, authors, scholars and theatre companies through various courses in the curriculum"*, there was no evidence provided by Dramatic Art to earmark the courses in the curriculum that included Indigenous content. The change to the Concurrent General Bachelor of Arts (Drama)/Bachelor of Education therefore was withdrawn from the agenda, with a request that the list of Dramatic Art courses with Indigenous content be included with the proposal.
- Following the Senate meeting, the School of Dramatic Art provided a list of courses with Indigenous content:
  DRAM-1000. Introduction to Theatre and Performance Studies
  DRAM 1300 Theatre History I *(This course has content on Indigenous theatre of various cultures outside North America)*
  DRAM-2110. Scenic Design I
  DRAM-3330. Theatre from the Twentieth Century to the Present Day
  DRAM-3350. Canadian Theatre History
  DRAM-3710. Literacy in Action
  DRAM-4390. Directed Studies in Theatre History, Theory, or Theatre Administration
  DRAM -4790. Directed Studies in Drama in Education and Community

Rationale/Approvals:
- The changes have been approved by the School of Dramatic Art, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 15, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item go to item 5.1.

University of Windsor
Senate

*5.1.1a: **Dramatic Art – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for BFA in Acting be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the School of Dramatic Art Council, the Faculty of Arts, Humanities, Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item go to item 5.4.

University of Windsor
Senate

*5.1.1b: **Psychology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Honours Psychology with Thesis, Honours Developmental Psychology with Thesis, Combined Honours Programs in Psychology with Thesis, Combined Honours Programs in Developmental Psychology with Thesis, Honours Psychology with Thesis for Ontario College Child and Youth Care Program Graduates (Degree Completion Pathway), Honours Developmental Psychology with Thesis for Ontario College Child and Youth Care Program Graduates (Degree Completion Pathway), Combined Honours Psychology Programs, BSc Honours in Behaviour, Cognition and Neuroscience (with thesis), and the BIAS Psychology (Thesis) Major Concentration be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Department of Psychology Council, the Faculty of Arts, Humanities, Social Sciences Coordinating Council, and the Program Development Committee.
▪ Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item go to item 5.5.

University of Windsor
Senate

*5.1.1c: **Master of Medical Biotechnology (MMB) – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Master of Medical Biotechnology (MMB) be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This major program change has been approved by the Department of Chemistry and Biochemistry, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.6.

University of Windsor
Senate

*5.1.1d: **Master of Materials Chemistry and Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the admission requirements for Master of Materials Chemistry and Engineering program be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

▪ This courses has been approved by the Department of Chemistry and Biochemistry, the Faculty of Engineering Coordinating Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.

▪ Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.7.

University of Windsor
Senate

*5.1.1e: **Master of Materials Chemistry and Engineering – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
MMCE-8820. Introduction to Materials Engineering and Chemistry
MMCE-8821. Materials Engineering Laboratory/Materials Chemistry Laboratory
MMCE-8905. Advance Seminar in Materials Chemistry and Engineering

^Subject to approval of the expenditures required.

Rationale/Approvals:
- These courses have been approved by the Department of Chemistry and Biochemistry, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.8.

University of Windsor
Senate

*5.1.1f: **Business – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course be approved:^**
     MSCI-4240/FINA-4240. Financial Technologies

^Subject to approval of the expenditures required.

Rationale/Approvals
- The new course proposal has been approved by the Odette School of Business Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.9.

University of Windsor
Senate

*5.1.1g: **Chemistry and Biochemistry (Undergraduate/Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
              BIOC-8580/BIOC-4580. The Human Subject: Animal-Free Methods in Biomedical Research and Toxicology

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ This course has been approved by the Department of Chemistry and Biochemistry, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Develop Committee.
▪ Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.10.

University of Windsor
Senate

*5.1.1h: **Nursing – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
                NURS 4150.   Professional Nursing V
                NURS 4571.   Experiential Learning Lab VII
                NURS-4572.   Integrated Clinical Practicum: Hospital
                NURS-4980.   Palliative and End-of-Life Care
                NURS-4990.   Issues in Global and Planetary Health
                NURS-4562.   Integrated Clinical Practicum: Community

^Subject to approval of the expenditures required.

Rationale/Approvals
- The new course proposals have been approved by the Faculty of Nursing and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this particular item, go to item 5.11.

University of Windsor
Senate

*5.1.2:   **Dramatic Art – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

PROGRAM TITLE: BFA in Acting
DEPARTMENT/FACULTY: School of Dramatic/Arts, Humanities and Social Sciences
COURSE #AND TITLE: DRAM 3210 Acting-Work in Progress I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Interpret text, analyze scenes, develop character, define relationships, and tell the story with attention to vocal, physical, psychological, emotional, and intellectual matters (See also H)	A. the acquisition, application, and integration of knowledge
B. Conduct research on the study of contemporary or classical characters within societal and historical contexts to make specific and informed choices about character, relationships, and story (See also C, G, and H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply and integrate the fundamental skills of movement, voice, and acting to the performance of a contemporary or classical text during rehearsal and performance (See also H, and I)	C. critical thinking and problem-solving skills
D. Self-assess and write about the experience of working on a contemporary or classical text in a comprehensive and clear manner that demonstrates the implementation of one's personal artistic process in rehearsal and performance (See also C and H)	D. literacy and numeracy skills
E. Employ a thorough rehearsal preparation, discipline, and contribution to the ensemble (See also F, G, and H)	E. responsible behaviour to self, others, and society
F. Communicate effectively with generosity and grace about self, the work, and fellow artists/technicians (See also D, and G)	F. interpersonal and communications skills
G. Collaborate to strengthen the ensemble (See C, E, F, and H)	G. teamwork, and personal and group leadership skills
H. Discover and grow in the role throughout the rehearsal and performance process (See also A and I)	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.1.3:   **Business – Request for Waiver of Course Deletion (ACCT-4580)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Request for Waiver of Course Deletion for the following course be approved:**
ACCT-4580. Advanced Accounting II

Rationale/Approvals:
▪ The proposal has been approved by the Odette School of Business Council and the Program Development Committee.
▪ Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.

Program Development Committee
Request for Waiver of Course Deletion Form

1. **Faculty, Department, and Program Title**
   Odette School of Business, Accounting Area.

2. **Course Number and Title -** ACCT-4580 Advanced Accounting II

3. **Credit hours, Total Contact hours and Delivery format**
   This is a 3 credit hour course, delivered face-to-face, 13 weeks, 3 hours of in class lecture time per week

4. **Calendar Description**
   ACCT 4580 – Advanced Accounting II
   This course examines various theoretical perspectives in financial theory such as decision model approach, information economics, capital markets theory, agency theory, economic consequences, management incentives for financial reporting, earnings management, and accounting policy choice. Standard setting issues and other current and emerging issues in financial accounting theory and practice are discussed. Cases and readings are used to further integrate theory and practice and concepts from previous accounting courses. (Prerequisite or co-requisite ACCT-3520) (Open to Business students only.)

5. **Pre/co/anti-requisites** ACCT 3520

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
   The accounting program offered by the Odette School of Business is accredited by the Chartered Professional Accountants of Ontario (CPAO). This accreditation requires accounting faculty to continuously review course offerings to ensure that the accounting course offerings satisfy the accreditation standards set out by CPAO. In doing so, our course offerings must be mapped to the CPAO competency map. This process was completed by Odette accounting faculty in the summer/fall of 2021, and they have concluded that ACCT 4580 should added as a required course within the accredited accounting course offerings. CPAO is currently completing the accreditation renewal of Odette accounting, and part of the review/renewal process will be discussions between Odette accounting faculty and representatives from CPAO with respect to adding ACCT 4580 as a required course in the accreditation stream. Accordingly, assuming CPAO agrees with the view of Odette accounting faculty to add ACCT 4580, we expect to offer ACCT 4580 in the fall 2023 semester.

   6.2 **Student Demand for Course - a clear statement on the student demand for the course.**
   As per above, any student who pursues the accredited accounting path at Odette will be required to complete ACCT 4580.

   6.3 **Relationship to Unit's Strategic Plan and the University's Strategic Plan.**
   Accounting is a cornerstone discipline offered at Odette. Students who graduate from the professional accounting stream at Odette are eligible to apply for entry to Odette's MBA-PAS program, which is one of the signature programs of the Odette School of Business.

   6.4 **Explanation of why the course has not been offered over the past years.**
   It was decided many years ago that ACCT 4580 be an elective accounting course and not required as part of the professional accredited stream. The rational for this coincided with the merging of the three professional accounting bodies (C.A., CMA., CGA) in Canada. The rational was that professional exams would be more technical in nature with much less focus on integration, and case analysis. However, the professional exams have moved to more integration and case analysis. Therefore, the expansion of the CPAO competency map and the integrative nature of the professional licensing exams - the accounting faculty at Odette deem that the content required to be delivered has increased to such an extent that an additional course should be added.

6.5 **Whether the course will be offered in Fall 2022. If not, why will it not be offered?**
We need to confirm with CPAO before we can go forward with the addition of ACCT 4580 as a required course within the accredited stream. We expect this approval to be received Spring 2022, to be in effect Fall 2023 to allow for a transition period and to give students the appropriate timeframe to incorporate ACCT 4580 into their schedules.

6.6 **RESOURCE IMPLICATIONS:** No resources implications. Full-time faculty and sessional faculty are able to teach this course.

University of Windsor
Senate

*5.1.4:   **PDC Reports on University Program Review Status Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background
- The attached University Program Review Status Reports have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario Universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and cyclical program reviews.
- Some of the information contained in the status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

This package includes the following reports:

See attached.

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
FIRST BIENNIAL STATUS REPORT ON: ENGLISH
(UNDERGRADUATE AND GRADUATE PROGRAMS)
March 2022

Recommendation 1: That the Department develop a hiring plan that addresses the teaching needs of the Department, and which will position the Department to act quickly should the opportunity for hiring arise. The hiring plan may include as a priority the hiring of an expert in the area of World Literatures with a secondary expertise in editing and publishing. The latter would then permit the exploration of a minor, option, or certificate in Editing and Publishing.
Agents: Head
Completion by: Fall 2021

Actions taken 2020 and 2021:
Actions on hiring have been put on hold both because of timeline and budgetary restrictions, in particular the transition to online teaching, and the work of negotiating students through two different versions of the curriculum. We plan to put forward a proposal for the new Black Scholars initiative, in any field, though the area of World Literatures is a curricular need; this initiative and this curricular area are a priority for student needs and for the curriculum.

PDC Comments:
Given resource constraints, PDC notes that the plan to focus on hiring in the area of World Literatures and to put forward a proposal for the new Black Scholars initiative, in this or any field, is a reasonable hiring plan. PDC considers this recommendation satisfied.

Status:___ahead of target   ___on target   ___behind target   _X_recommendation satisfied.

Recommendation 2: That the Department work with the Major Gifts Officer to ensure that the Writer-in-Residence position is supported and sustained through secure, dedicated, and stable external and/or university and/or donor funding.
Agents: Head, Dean
Completion by: Fall 2023

Actions taken 2020 and 2021:
The shift to a new MGO in FAHSS, as well as the pandemic, has put a pause in this process. We are pleased to report the Yvonne Gardiner bequest (August 2020) in support of our visiting writers program. This fund will provide approximately $1600 per year as of 2022.

PDC Comments:
PDC commends the area on the receipt of a bequest in support of the Writer-in-Residence program and looks forward to hearing more on efforts to obtain additional stable funding to sustain this position.

Status:___ahead of target   _x__on target   ___behind target   __recommendation satisfied.

Recommendation 3: That the Department, working with the Major Gift Officer and the Associate Dean of Research and Graduate Studies, pursue secure, stable, ongoing funding for starting, operating, and maintaining a small press.
Agents: Head, Office of the Dean
Completion by: Fall 2023

Actions taken 2020 and 2021:
This proposal has been taken off the table, as not feasible at this time. We do not have the faculty and staff resources for this. Other publishing program initiatives continue successfully, including the popular editing and publishing practica, which have transitioned well to the online format (see Windsor Star article April 2021). The *Windsor Review* has been radically revised and put into online format, expanding the subscription base.

PDC Comments:
PDC agrees with the English Department's assessment of the feability of this recommendation and commends the area on its initiative to convert the *Windsor Review* to a online format. PDC concurs that this recommendation is satisfied.

Status: ___*ahead of target*   ___*on target*   ___*behind target*   *x*__*recommendation satisfied.*

Recommendation 4: That the Department consult widely and undertake a thorough review of the success of the new curriculum, and in particular, of its first-year experience, and that it report on the findings of the review.[1] As it considers ways to improve the first-year experience, that the Department look into participating in the FAHSS Mentorship Program. The findings of this review may provide an opportunity to enhance student recruitment.
Agents: Head, Department Council
Completion by: Fall 2023

Actions taken 2020 and 2021:
While the review process with the larger community was interrupted by the pandemic, we held a Department retreat to review the new curriculum in spring 2021. Some practical issues were addressed and recommendations formed for the Undergraduate Studies Committee to work on, such as ongoing streamlining of requirements between the 2000 and 3000 level, and the nature of graduate program admission requirements. The issue of quality in the 2000 level courses is being considered as they are both required for majors and open to non-majors. There is also discussion around where practica belong in the program, in particular Scholarship and Bibliography. Consultation with faculty is ongoing, as the Committee develops recommendations for Council. For the first-year experience, the mentorship program is still under consideration. It should be noted that the pandemic has seriously affected traditional social nature of the first-year experience and has put much of this on hold.

PDC Comments:
PDC notes the area's efforts to assess the success of the new curriculum and looks forward to hearing the insights gained from current and prospective students through, for instance, events and initiatives listed in the footnote. As circumstances regarding COVID-19 appear to be changing significantly, PDC notes that it may be timely to revisit participation in the FAHSS mentoring program as a way to provide transition support.

Status: ___*ahead of target*   _*x*__*on target*   ___*behind target*   __*recommendation satisfied.*

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[1] The Department could hold, for instance, an all-day consultation with panels of presentations by high school students expressing their expectations, and panels of first- and second-year English students at University of Windsor explaining how their expectations were met (or not), how, and why. Other possible events: local high-school English teachers consulting about how to better prepare their students for university entrance, first-year university instructors outlining their expectations to prospective students and to high school teachers, and sessions for prospective students about the various student services at the university.

Recommendation 5: That the Department work to maintain and increase, as possible, funding for graduate students in English.
Agents: Head, Department Council
Completion by: Fall 2021

Actions taken 2020 and 2021:
We continue to maintain consistent GA funding. We provide strong support for external scholarship applications (SSHRC, OGS) for our students and we enjoy a consistently high success rate for Humanities.

PDC Comments:
PDC notes that English continues to maintain consistent GA funding. Although PDC considers this recommendation satisfied, the area is encouraged to continue working to pursue and support funding opportunities for graduate students.

Status:___ahead of target ____on target ____behind target ___X_recommendation satisfied.

Recommendation 6: That the Department submit learning outcomes and assessment methods for each of its graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".
[PDC notes that learning outcomes for each of its undergraduate and graduate programs and undergraduate course learning outcomes have been submitted.]
Agents: Department Council, Head, CTL
Completion by: Fall 2021

Actions taken 2020 and 2021:
See PDC note above. Graduate course outcomes are in process.

PDC Comments:
PDC looks forward to receiving the graduate course learning outcomes.

Status:___ahead of target ____on target __x__behind target ___recommendation satisfied.

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
FIRST BIENNIAL STATUS REPORT ON: INDUSTRIAL AND MANUFACTURING SYSTEMS ENGINEERING
(UNDERGRADUATE AND GRADUATE PROGRAMS)
March 2022

Recommendations for Graduate and Undergraduate Programs

Recommendation 1: That the Program submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". *[Program LOs were submitted in the Self-Study and are included in the February 2020 Senate package]*
Agents: AAU Council, Head, CTL
Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:
The decision has been made that the undergraduate programs in MAME should use the CEAB Graduate Attributes to develop their curriculum maps, rather than the University of Windsor Attributes. The CEAB attributes are imposed by the accrediting body (Canadian Engineering Accreditation Board). The department submitted its CEAB accreditation report in December 2021; Learning Outcomes and assessment methods for all undergraduate courses were developed and are part of the submission. As a part of the accreditation process, the Department has also committed to an ongoing Continuous Improvement process wherein the Learning Outcome Assessments are regularly reviewed and used for the basis of revisions to the program.

PDC Comments:
Some years ago, the Faculty of Engineering presented a table that demonstrated the alignment between the attributes of a University of Windsor graduate and those required of a graduate from an Engineering discipline, according to CEAB, demonstrating that they complement each other. As part of provincial Quality Council requirements, each program must demonstrate that it meets established degree-level expectations and University-level expectations. PDC urges the area to contact the Associate Dean of Engineering, Dr. Randy Bowers, to obtain the version of the learning outcomes table which includes the CEAB graduate attributes column so that it may transfer course and program learning outcomes to this form, thereby meeting University, provincial, and CEAB requirements, and submit them through PDC/Senate.

Status: ___*ahead of target*   ___*on target*   _X_*behind target*   ___*recommendation satisfied.*

A)   Recommendations for Improving Graduate Program(s):

Recommendation 1: That Special Topics graduate courses that have been offered multiple times in the past and that cover material relevant for the majority of enrolled students be converted into standalone courses.
Agents: AAU Council, Head
Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:
The Department has considered and agrees with the recommendation, with the necessary documentation (PDC forms) to be filed.

PDC Comments:
PDC looks forward to reviewing the new course proposals.

Status: ___ *ahead of target*   ___ *on target*   _x_ *behind target*   __ *recommendation satisfied.*

Recommendation 2: That the number of multidisciplinary PhD research topics be increased, in accordance with the name of this degree, so that enrolled PhD students could pursue their research under joint supervision of a multidisciplinary team of graduate faculty members specializing in the relevant disciplines.
Agents: AAU Council, Head
Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:
No action has been taken in regards to this recommendation, and none is anticipated in the near future. The AAU Head recommends that the AAU reconsider the value of the multidisciplinary nature of the program, as it has not proven particularly popular, and there is minimal involvement in the program outside of the department. The department should instead consider returning the program to a conventional arrangement. A re-alignment of the program requirements for all graduate programs in the AAU is an objective of the current AAU Head.

PDC Comments:
PDC supports the direction proposed by the area and looks forward to a proposal for a name change and any associated changes to program requirements.

Status: ___ *ahead of target*   ___ *on target*   _x_ *behind target*   __ *recommendation satisfied.*

B) **Recommendations for Improving Undergraduate Program(s):**

Recommendation 1: That the Department, in collaboration with other Departments in Engineering and the Dean of Engineering, consult with the Department of Mathematics and Statistics about creating a specific lab or tutorial section for Engineering students, where the emphasis would be on the engineering applications of the theoretical knowledge learned in lectures.
Agents: Head, Heads of Engineering Departments, Dean of Engineering, Department Head of Mathematics and Statistics,
Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:
A substantial revision of the common first year program is underway, and it involves some changes to the manner in which the mathematics component of the program is delivered, and the creation of Engineering specific sections of the regular math courses. The change does not directly emphasize the engineering applications, but it is focused on use of numerical tools that are common in Engineering (e.g. Matlab). It is unclear at the present if the revised instruction will require additional support from the Faculty of Engineering, or if they will be contained to the Faculty of Science.

PDC Comments:
PDC thanks the area for this update and encourages it to continue consultations with the Department of Mathematics and Statistics about whether and how engineering applications of theoretical knowledge can be included.

Status: ___ *ahead of target*   _x_ *on target*   __ *behind target*   __ *recommendation satisfied.*

Recommendation 2: That the Introductory Management Information Systems course (MSCI-2130) be taken in second or first year, alternatively, if they cannot find space in the stack, the Department could work with business to allow a higher course on information systems. One such course could be "IT Project Management MSCI-4200." If the enrolments are high enough a new course e.g. "MIS for Engineers" can be developed (MSCI-4XXX).
Agents: AAU Council, Head
Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:
No action has been taken in regards to this recommendation. However, a significant curriculum review of the core of the Industrial Engineering program is planned in 2022. The department is awaiting the outcome of the CEAB review prior to instituting a major changes.

PDC Comments:
PDC looks forward to reviewing the proposal for significant curriculum revisions in the Industrial Engineering program.

Status: *___ahead of target*   *____on target*   *__x__behind target*   *__recommendation satisfied.*

Recommendation 3: The 12 Graduate Attributes as defined by the CEAB and the respective continual improvement outcome-based reporting system became officially mandatory since the academic year 2014/2015. To prepare better for the upcoming accreditation visit of the Industrial Engineering program in 2021, immediately create a solid foundation for preparing both the institution and its faculty members for demonstrating the implementation of the CEAB system. First, in consultation with the programs' Industrial Advisory Board (if any), the curricula of the Industrial Engineering programs should be carefully revisited, enhanced and/or overhauled in some cases with a paramount objective to facilitate, enable, and prepare its graduating engineering students for a smooth transition from the classroom to the workplace, i.e., to create graduates with readily implementable relevant industrial engineering knowledge, practical skills, and competencies. This complex activity should at least include, but is not limited to the following 11 steps:

1) Faculty members/course instructors should be guided through a mandatory workshop that will clarify how to deliberately embed graduate attributes at a desired level of development (I,D,A) into the individual courses they teach while maintaining the consecutive sequence of ever- increasing "spines" of graduate attribute levels throughout the 8 semesters of study.
2) Conversely, the indicators of graduate attributes that describe what the students will be able to do, the level of complexity at which they will do it, and the conditions under which learning will be demonstrated should be discussed and adopted.
3) A unique continual improvement system that will include plans for data collection, reporting and periodic review cycles, has to be devised, developed, and implemented.
4) Two crucial documents should result from these consultations for each undergraduate engineering course offered: a modified version of a Course Outline/Syllabus and another document referred to, for example, as "Course Dossier," which actually should represent a document summarizing the quality of the assessed learning outcomes per entertained graduate attribute for each offering of a course.
5) Both documents mentioned above should be designed, developed and converted into a uniform template format that should be uploaded and archived in an in-house maintained digital system that could be referred to, for example, as ECRS (Engineering Course Repository System).
6) Building a database including the documents above will prove to be extremely beneficial for the preparations of CEAB accreditation visits.
7) To facilitate data collection the Course Outlines should include mandatory tables clearly indicating the relationships between course grade percentages and particular portions of course assessment tools for each graduate attribute entertained in the course.

8) The designated course instructors should be responsible to keep these documents up to date for each offering of the course and at all times.

9) To further assess the depth and breadth of the engineering knowledge and the practical skills by which the Industrial Engineering graduates are being equipped with, especially in relevant and key areas of their fields of study or specialization, seeking feedback from the industrial sectors that employ them through survey questionnaires is strongly recommended. Feeding this feedback back into the periodical cyclical curriculum reviews is strongly recommended.

10) All the activities above related to the CEAB graduate attributes outcome-based accreditation reporting system should be discussed and agreed upon through collegial consensus within the framework of the respective curriculum committees responsible for each course and as such represent an integral part of the respective course descriptions found in the Academic Calendar.

11) All faculty and teaching assistants need to be trained in the CEAB process for assessment of learning outcomes and how to use assessment results to improve courses.

[ER Recommendation 4]

Agents: AAU Council, Head, CTL

Completion by: Next Cyclical Review (2019-2020)

Actions taken 2020 and 2021:

The department recognizes that the above recommendation was particularly focused and detailed. Further, the department was tardy in reviewing and implementing the above recommendations, to its detriment during the 2021-2022 CEAB review process. Nevertheless, substantial improvements have recently been made to the departmental processes for gathering, reviewing, and acting on Learning Outcome Assessment data. Learning Outcomes and corresponding assessment methods have been developed for all undergraduate courses, and linked to the CEAB graduate attributes. A record of all undergraduate course syllabi and Learning Outcomes Assessment has been created, and the department has committed to an ongoing Continuous Improvement Process that is related to the data gathered through the Learning Outcome Assessments.

PDC Comments:

PDC encourages the area to meet with the Office of Quality Assurance and the Centre for Teaching and Learning for assistance on how best to move forward with synchronizing and aligning the provincial cyclical review requirements and the CEAB accreditation process.

*Status:*___*ahead of target*_____*on target*_____x__*behind target*_____*recommendation satisfied.*

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: MECHANICAL, AUTOMOTIVE, AND MATERIALS ENGINEERING
(UNDERGRADUATE AND GRADUATE PROGRAMS)
March 2022

Recommendation 1: That the Department submit curriculum maps for each of its programs, program-level learning outcomes for its Industrial Engineering undergraduate and graduate programs, and course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.
Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
All the recommendations, from 1 to 7, are being addressed and responded to in details, in the 2019/2020 IQAP Self-study report.

PDC-recommended further actions to be taken (2020):
PDC acknowledges that the Department is currently undergoing a new cyclical review, having recently completed its Self-Study and with the external reviewers visit scheduled for Fall 2020. PDC understands that these recommendations will be addressed in that review.

Actions taken 2020 and 2021:
When preparing the report for the cyclical review, the decision was made that the undergraduate programs in MAME should use the CEAB Graduate Attributes to develop their curriculum maps, rather than the University of Windsor Attributes. The CEAB attributes are imposed by the accrediting body (Canadian Engineering Accreditation Board). The department submitted its CEAB accreditation report in December 2021; Learning Outcomes and assessment methods for all undergraduate courses were developed and are part of the submission. As a part of the accreditation process, the Department has also committed to an ongoing Continuous Improvement process wherein the Learning Outcome Assessments are regularly reviewed and used for the basis of revisions to the program.

PDC Comments:
Some years ago, the Faculty of Engineering presented a table that demonstrated the alignment between the attributes of a University of Windsor graduate and those required of a graduate from an Engineering discipline, according to CEAB, demonstrating that they complement each other. As part of provincial Quality Council requirements, each program must demonstrate that it meets established degree-level expectations and University-level expectations. PDC urges the area to contact the Associate Dean of Engineering, Dr. Randy Bowers, to obtain the version of the learning outcomes table which includes the CEAB graduate attributes column so that it may transfer course and program learning outcomes to this form, thereby meeting University, provincial, and CEAB requirements, and submit them through PDC/Senate.

Status:___*ahead of target*_____*on target*_____x__*behind target*_____*recommendation satisfied.*

Recommendation 2: That the Department consider replacing the co-op program with an internship option that involves 12-month or two 6-month placements, enabling most students to graduate in 44 months and reducing the need to offer core courses more than once per year. *[PDC understands that the current co-op structure allows for 1-term, 2-term or 1-year placements; however, the Department is asked to report specifically on the*

feasibility and advisability of discontinuing the current structure and implementing a 1-year internship model only as recommended by the External Reviewers.]
Agents: Head, Dean, Co-operative Education Services
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
See response under recommendation 1.

PDC-recommended further actions to be taken (2020):
See comment under recommendation 1.

Actions taken 2020 and 2021:
The department has reviewed the possibility of changing the Co-op structure, but has decided against any changes to the current arrangement. While typically students are on 1-term (4 month) Co-op placements, there are several companies that are willing to hire Co-op students for longer placements. The Co-op structure already allows for this, and there are several examples where students embark on 1-year placements after their third year. Because industry and students desire flexibility in their co-op assignments, the Department continues to support a model in which both one semester and one-year assignments are available. Further, the current model allows that students are available for employers year round, and that students in differing years of the program are not in competition for placements, i.e., a second year student would be competing against other second year students, and no third or fourth year students. Finally, any changes to the Co-op structure would likely entail changes to the course delivery model.

PDC Comments:
PDC thanks the area for carefully considering the feasibility and advisability of discontinuing the current co-op structure and implementing a 1-year internship model only. PDC concurs with the assessment of the Department and notes that this recommendation has been satisfied.

Status: ___*ahead of target* ___*on target* ___*behind target* _x_*recommendation satisfied.*

Recommendation 3: That the Department and Faculty of Engineering consider and report on the advisability of restricting the MASc degree to a thesis-based program only and adding the non-thesis major paper option to the MEng program.
Agents: Head, Dean
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
See response under recommendation 1.

PDC-recommended further actions to be taken (2020):
See comment under recommendation 1.

Actions taken 2020 and 2021:
The department has considered the recommendation. There may be some advantages to adding the Major Paper Option to the MEng degree program, reducing the program from 8 courses to 6 + major paper. However, because MEng students are not currently assigned an academic supervisor, it is unclear how the decision process would work, when deciding if a student qualifies to write a Major Paper, and who would be responsible for assessment of the Major Papers. Further, the Major Paper Option has proven useful on occasion in the MASc program, and it is not clear that its removal would be beneficial to the department. The matter is under consideration, and if the department decides to pursue this proposal, the necessary documentation (PDC forms) will be filed.

PDC Comments:
PDC thanks the area for this update, noting that such a change would require careful review of curriculum, learning outcomes, and resources. PDC looks forward to hearing more on this proposal, should the area choose to pursue it.

Status: __ *ahead of target*   _X_ *on target*   ___ *behind target*   __ *recommendation satisfied.*

Recommendation 4: That the Department seek additional sources of external research funding to secure sustainable graduate student funding. In particular, that the Department report on efforts to seek more industrially-sponsored and larger multi-investigator grants, and to establish viable targeted research groups, clusters or centres that can compete for national/international grants and large-scale industrial research projects.
Agents: Head, faculty members
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
See response under recommendation 1.

PDC-recommended further actions to be taken (2020):
See comment under recommendation 1.

Actions taken 2020 and 2021:
The Department Faculty members are always active in seeking external sources of research funding. The Department would welcome the creation of a formal Associate Head, Research position that would work in conjunction with the Associate Dean - Research to seek more industrially-sponsored and larger multi-investigator grants and to establish viable targeted research groups, clusters or centres that can compete for national/international grants and large-scale industrial research projects.

Additionally, the Department will; (1) continue to lobby for sharing the revenue generated from MEng and MEng Auto programs in the Faculty of Engineering; and (2) continue to urge the Faculty of Graduate Studies to lower tuition fees for MASc and PhD students as a means of providing a sustainable graduate research program. It is recognized that the financial support offered to our potential graduate students is inferior (for example, graduate students are encouraged to apply for *the possibility* of a graduate assistantship) when compared to competitive institutions in the province, and this is detrimental to our ability to attract top graduate students.

PDC Comments:
PDC encourages the area to reach out to Advancement, the EPICentre, and Office of Research and Innovation Services for assistance in seeking industrially-sponsored research funding (through Mitacs or other industry partnerships).

Status: __ *ahead of target*   ___ *on target*   _x_ *behind target*   __ *recommendation satisfied.*

Recommendation 5: That the Department review its teaching commitments and workloads and report on a plan to support individual faculty members, particularly early-career Faculty, in building and increasing their research activities and academic scholarship.
Agents: Head, Dean
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
See response under recommendation 1.

PDC-recommended further actions to be taken (2020):
See comment under recommendation 1.

Actions taken 2020 and 2021:
The Department has recently hired seven tenure-track Faculty, two limited-term, teaching-only instructors, and an AAS. Currently, MAME is in the process of hiring an additional AAS. These new hires allowed the Department the opportunity to review teaching loads. However, with the current levels of undergraduate enrolment and the significant expansion of the MEng program, along with retirements and departures, it was not possible to reduce the current teaching load. The possibility of a three-course teaching load has been explored and discussed in the AAU Council on several occasions. It is unlikely that teaching loads will be reduced below four in the near future, but this remains as an objective of the AAU. The recent creation of Teaching Intensive Faculty positions is a positive development, particularly in relation to the MEng program, and will be explored as one avenue of reducing teaching loads of research faculty.

PDC Comments:
PDC congratulates the area on its seven recent hires. PDC request that the area report on additional steps taken or planned to support new or early-career faculty in building and increasing their research activities and academic scholarship, particular given the context outlined in the update.

Status: __*ahead of target*   ___*on target*   _X__*behind target*   __*recommendation satisfied.*

Recommendation 6: That the Department develop and report on a plan to strengthen faculty member interactions with alumni and the local community. Alumni and community support will raise the Department profile and increase recognition of individual faculty members (*i.e.* quality and performance indicators).
Agents: Head, faculty members
Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:
See response under recommendation 1.

PDC-recommended further actions to be taken (2020):
See comment under recommendation 1.

Actions taken 2020 and 2021:
The Faculty of Engineering and University of Windsor recognize the benefits of this recommendation, as does MAME. Accordingly, two positions have been created and filled at the Faculty level. The Major Gift Officer is tasked with strengthening ties to alumni and the local community. In addition, the Communications Officer is responsible for writing, publishing, and promoting stories happening within the Faculty to alumni, partners, and the public in general. Both positions work to visibly link the work and achievements of Faculty, staff, and students in MAME with the surrounding community, publishing them in the Faculty of Engineering newsletter and frequently in the local public newspaper, *The Windsor Star.*

PDC Comments:
PDC congratulates the area and the Faculty on the recent hire of a Major Gift Officer, who will work with the Communications Officer to promote the work and achievements of the Department and Faculty. PDC requests that the area report on whether and how individual faculty members are directly engaging and actively interacting with alumni and the local community. The area is encouraged to contact the Office of the AVP, External and Advancement for guidance on how to increase and strengthen individual faculty member interactions with alumni and the local community.

Status: __*ahead of target*   _x__*on target*   ___*behind target*   __*recommendation satisfied.*

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Recommendation 7: That the Department, working with the Faculty Dean, report on a plan to effectively and efficiently manage space and human resource needs, particularly technical staff needs.

Agents: Head, Dean

Completion by: must be addressed in the 2019/2020 Self-Study Report

Actions Taken 2018 and 2019:

See response under recommendation 1.

PDC-recommended further actions to be taken (2020):

See comment under recommendation 1.

Actions taken 2020 and 2021:

The current assignments of the research laboratory space have been reviewed, and some relocations are in progress. The Industrial Courtyard within the Centre for Engineering Innovation (CEI) now serves as the home for Capstone project courses. This area is immediately adjacent to the main machine shop and allows for more consolidated supervision of students. In addition, the Team Lead-Engineering Technologist position was recently created and filled. This position is responsible for the day-to-day assignment of work duties for all technologists within the Faculty. This allows technical staff to be reassigned to various areas within the Faculty to assist during periods of high demand. A departmental third secretary was hired to further assist with administrative functions. Several changes with regards to space and staff location throughout the CEI are currently underway.

PDC Comments:
PDC thanks the area for this update and concurs that the recommendation has been satisfied.

Status: *__ahead of target* *___on target* *___behind target* *_x_recommendation satisfied.*

University of Windsor
Senate

*5.1.5:   **Institutional Quality Assurance Process (IQAP) – Revisions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the revised University of Windsor Institutional Quality Assurance Process be approved.

Rationale:
- The Quality Assurance Framework (QAF) and its application by the Ontario Universities Council on Quality Assurance (the Quality Council) is subject to independent review every eight years. Based on the recommendations from the 2018 external review, the Quality Council revised its Quality Assurance Framework. Many of these revisions necessitate changes to the IQAPs of Ontario universities.
- See attached S220408-5.1.5a for list of changes to the QAF and IQAP as required by the Quality Council.
- In addition to the revisions required by the Quality Council, the proposed changes include a reduction in reporting requirements for the University Program Reviews. Rather than requiring that progress reports be submitted to PDC every two years, the proposal is to require one mid-cycle progress report. Additional progress reports may be required, following a review of the mid-cycle progress report.
- The current IQAP can be viewed at:
  https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/uw_iqap_-_v.8_revisions_-_final_feb_2020.pdf

University of Windsor
Institutional Quality Assurance Process
Quality Assurance Guide

APPROVED by Senate: 10 Dec 2010
APPROVED by Quality Council: June 2011

AMENDED by Senate: 14 Oct 2011, 7 June 2013, 13 Dec 2013, 9 May 2014, 14 Feb 2020 (clarification/information), 8 April 2022?
AMENDED by Quality Council: 20 Dec 2011, 29 June 2013, 23 Jan 2014, 26 June 2014, 4 Oct 2016

AMENDED by Ministry (approval of certificate programs): October 2014

University of Windsor
Institutional Quality Assurance Process
Quality Assurance Guide
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Executive Summary

This Guide provides an overview of the University of Windsor's Institutional Quality Assurance Process (IQAP), and documents its consistency with the Council of Ontario Universities' *Quality Assurance Framework*. Every publicly-funded university in Ontario is required to develop a quality assurance protocol that conforms to the Framework. The Quality Council's first responsibility is to ratify institutions' IQAPs. Subsequently, this body will also review:

- Proposals for new for-credit graduate and undergraduate degrees
- For-credit graduate diplomas
- Requested endorsements of new fields added to existing graduate programs
- New inter-institutional programs
- Institutionally requested reviews of major modifications to programs
- Final assessment reports (FAR) or audits of FARs for all university program reviews, which will take place on an eight-year cycle.
- Universities' quality assurance practices, to ensure that they are consistent with their previously established IQAPs.

The University of Windsor has a robust and longstanding quality assurance infrastructure. For the most part, therefore, changes to established practice are minor. Among the key changes are the following:

- New proposals for degree-granting graduate and undergraduate programs will be reviewed and approved by the Quality Council subsequent to institutional approval (Graduate programs previously required comparable approval by the Ontario Council on Graduate Studies (OCGS)).
- New degree-granting program proposals must undergo external review prior to institutional approval.
- New for-credit Types 2 & 3 Graduate Diplomas, new standalone programs arising from existing fields in graduate programs, and requested endorsements of a single new field in existing graduate programs, ~~must~~ undergo expedited review by the Quality Council.
- Processes and practices for graduate and undergraduate program review are now synchronized and coordinated.
- In consultation with the Provost (or designate), Academic Administrative Units (AAUs) can employ external accreditation body review data for university program review, where applicable.
- Undergraduate cyclical program review now employs comparable data to those previously required for graduate cyclical program review.
- Centralized units, such as Institutional Planning, the University Secretariat, the Centre for Teaching and Learning, and Information Technology Services play a more intensive role in supporting cyclical program review across the University.
- The University provides more extensive support to external reviewers.

While ensuring quality, at the provincial level, is a major impetus for the changes required by the *Quality Assurance Framework,* the University of Windsor remains committed to creating evidence-based and reflective frameworks that enable departments and programs to engage in constant cycles of quality enhancement. Quality assurance and quality enhancement should be mutually compatible and cross-fertilizing. We invite those engaged with the processes described in the Guide to share their experiences and suggestions so that we can continue to refine institutional practice.

I. Introduction

The goal of this document is to provide an overview of the principles, roles and responsibilities, procedures, structures, and protocols that underpin the University of Windsor's commitment to effective education. It will serve as the basis for an evolving compendium of templates, supporting documents, and electronic links that will assist faculty and administrative efforts both to ensure and enhance educational quality.

This document shows how the University's practices conform to provincial accountability standards, set out in the Council of Ontario Universities (COU) *Quality Assurance Framework* (approved in February 2010 and last revised in February 2021). The *Quality Assurance Framework* requires every publicly-funded university in Ontario to develop an Institutional Quality Assurance Process (IQAP) specifically suited to its individual context and mission, but also consistent with the Framework's requirements. The Quality Council, the independent, arm's-length body that approves new university programs and ensures universities' adherence to their own quality assurance procedures, also reviews and ratifies the IQAPs.

A university's IQAP forms the basis for both program proposal and cyclical program reviews. The IQAP describes institutional responsibilities for proposals and reviews at both the undergraduate and graduate level and identifies whether they are subject to institutional review only, or to institutional review followed by Quality Council review. Section 3 (IQAP Scope) delineates the approvals required by the *Quality Assurance Framework* in more detail.

The University's IQAP guides Faculties and Departments in enhancing student learning. As well, it outlines the responsibilities of administrators and service units for program development and review and articulates foundational values, practices, and priorities for improving program outcomes. To achieve these goals, all stakeholders need to be engaged, reflective, and open to change and to making informed decisions. This Guide and the associated Handbook explain how to approach program review systematically, strategically, and with an evolving sense of inquiry regarding student learning.

2. Quality Assurance at the University of Windsor

Principles of Practice

The *Quality Assurance Framework* aims to align assurance processes for Ontario universities with international quality assurance standards, while ensuring the process remains "open, transparent, and accountable."[1] But the Framework should not allow accountability to get in the way of normal curricular evolution. The University of Windsor firmly endorses this balance between accountability and normal internal processes of development.

The people most involved in program review at the University identified some key principles and values, the central goal being the enhancement and enrichment of student learning:
- the ongoing improvement of teaching and learning,
- regular, cyclical decision-making based on current, valid and contextualized data,
- an inquiry-based approach to program development and improvement, and
- collaboration among faculties and programs.

Those consulted also articulated some common directions for improving and facilitating quality assurance and enhancement at the University. They advocated:
- developing detailed, practical guidelines for the program review process, including measurable and observable indicators of program strengths.

- establishing clear mandates, timelines, protocols, and responsibilities for all administrators, faculty, external reviewers, support staff and students involved in IQAP procedures, recognizing that centralized but responsive data collection and ease of access are essential to this process.

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[1] *Quality Assurance Framework*, Ontario Universities Council on Quality Assurance, February 24, 2021.

- ensuring that the distinctive organizational structures, cultures and external accreditation responsibilities of Faculties, Departments and Programs are reflected and respected throughout the program review, both criteria and processes.

- establishing ongoing, as opposed to episodic, program review, encouraging continual enhancement of curricula, teaching strategies and program quality in a manner consistent with the University's Strategic Plan and the Faculties' Academic Plans.

- adopting an approach to the formulation of program recommendations that results in realistic, concrete, constructive, supportable, data-driven, and demonstrable recommendations, and that encourage celebration of successes as goals are achieved.

Roles and Responsibilities (as related to IQAP)

The University of Windsor already has a strong quality assurance framework in place. For the most part, the requirements of the *Quality Assurance Framework* can be addressed through structures already in place within the institution.

Academic Governance

The **Senate** is the elected body governing academic matters at the University of Windsor. Senate regulates academic programs (including their establishment, modification, and discontinuation), determines academic standards, and develops and ratifies bylaws, policies, program, and academic regulations. All course and program proposals and modifications must be approved by Senate.

The **Program Development Committee** (PDC) is a standing committee of Senate. Its mandate is to make recommendations to Senate with respect to the areas of program and curricular development. The PDC's primary concern is the maintenance of high academic standards and high-quality programs. It is charged with the approval and presentation to Senate of Final Assessment Reports for academic programs and Final Assessment Status Reports reviewing programs' progress in achieving their review recommendations. The PDC also reviews new program proposals, major program modifications, course additions and course and calendar changes. Any item/issue which falls under the mandate of the PDC must receive the Committee's approval before being referred to Senate, which has the ultimate and final responsibility for the academic well-being of the University. The PDC is supported in this work by the University Secretariat, the Office of the Registrar, the Centre for Teaching and Learning, and others with significant program review experience.

The **University Program Review Committee** (UPR Committee) is a subcommittee of PDC, tasked with the review of all completed cyclical program reviews and the development and prioritization of recommendations based on those reviews. The committee is selected from and elected by the PDC, and is supported in its activities by representatives from the Office of Institutional Planning, the Registrar's Office, the Provost's Office, and the Centre for Teaching and Learning, as needed. The UPR Committee presents its draft reports to the PDC for final approval.

The **University Secretariat** is responsible for the effective and efficient operation of the University's bicameral system of governance -- that is, the Board of Governors (oversight of all operational aspects), and the Senate (oversight of academic matters), their Standing Committees and a number of ad hoc committees. In terms of quality assurance, the University Secretariat provides advice and guidance in the development of new or changed courses and programs, coordinates the approval processes at the PDC and Senate level and the evaluation of completed program reviews, and assists the UPR Committee and the PDC in the development of final program review reports to be received by Senate. The Secretariat is responsible for the maintenance of document records for the Senate and its standing committees.

Academic Administrative Unit (AAU)[2] and Faculty Coordinating Councils play consecutive roles in the approval of new programs and courses, and in program and course change processes. The Graduate Studies Council also reviews graduate programs subsequent to their approval by their respective faculty councils, but before their passage to PDC.

Academic Leadership

The Provost and Vice-President Academic is the chief academic officer at the University of Windsor. The Provost oversees all academic programs, and is responsible for overall academic planning, the development of new academic programs, and the disbursement of academic program funds. The Provost (or designate) acts as the primary (key) contact for communication between the Quality Council and the University of Windsor.

The Associate Vice-President, Academic heads the Office of Quality Assurance and coordinates the cyclical program reviews, including scheduling, orienting and supporting programs undertaking cyclical review, liaising with Institutional Planning and the Registrar's Office to facilitate access to institutional data and other indicators of program quality, and overseeing external and internal review processes.

Each **Dean** is responsible for the overall planning and coordination of a Faculty's intellectual culture, including academics, research, creative activity and the attendant stewardship of resources in support of those endeavors. With regard to quality assurance, Deans lead the development of Faculty academic plans (which in turn inform departmental planning), and are involved in program development, data collection and analysis, input into, review of and response to program reviews, quality enhancement initiatives, institutional planning, and the development of quality enhancement initiatives in keeping with the University's strategic plan. The role of Deans in quality enhancement focuses not only on leadership within their respective faculties, but on collaboration and coordination with faculties and service units campus-wide. In addition, Deans provide support as possible, given limited resources, for the achievement of departments' cyclical review recommendations. The Dean of the Faculty of Graduate Studies also provides leadership and support for the development and review of graduate programs across campus.

Department Heads, Program Directors, and Faculty Members are responsible for ongoing program development, improvement and review; curriculum refinement and design; course and assessment design; and the development of program self-studies. They play a key role in the continuous growth of their departments through cycles of inquiry, initiative, and reflection, individually and collectively. Program/AAU Councils are the first stage of the approval process for all program-based quality assurance activities.

Service Units

Institutional Analysis provides departments with institutional data from sources such as *Alumni Surveys, Canadian Graduate and Professional Student Survey*, the *UWindsor Graduate Success Survey*, enrollment, head count, employment and graduation rates. Please visit the Office of Institutional Planning website at http://www.uwindsor.ca/oip/ for more information.

The **Registrar's Office** provides consultation as needed to all committees dealing with program issues. In addition, this Office provides departmental data regarding a number of key indicators, including grade distributions and success rates. The Registrar's Office is responsible for the administration of new programs in terms of ensuring course scheduling and tracking student progress through degrees. The Registrar's Office also submits new program proposals to the Ministry of Training, Colleges and Universities for funding approval as necessary.

The **Centre for Teaching and Learning** provides consultation and support for programs seeking to develop or refine curricula and program delivery, and can provide guidance regarding the collection, analysis and contextualization of student achievement data. The Centre emphasizes quality enhancement in all aspects of the teaching, learning, and assessment environment.

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[2] An AAU delivers one or more academic programs and provides the administration and governance of its members and programs. An AAU may be designated a School or a Department, or in the case of non-departmentalized faculties, a Faculty.

External bodies

Accreditation Bodies A number of programs at the University undergo regular accreditation by the professional bodies of their own fields. Generally this process involves a full program review on a cyclical basis, including site visits, examination of curricula and facilities, and evaluation of student outcomes. Recommendations arising from these reviews are generally achieved through the action of deans, department heads and faculty members, in concert with the usual processes for course and program change at the University.

The **Ontario Universities' Council on Quality Assurance** (Quality Council) oversees quality assurance processes for programs at publicly-funded universities in Ontario. The Quality Council assists in the development of university quality assurance processes and audits those processes regularly to ensure that universities' practices conform to the *Quality Assurance Framework*. In addition, the Quality Council reviews summaries of all University Program Reviews as well as all proposals for new degree programs.

The **Ministry of Colleges and Universities** reviews some program proposals and major changes to existing programs in order to approve program funding.

3. IQAP Scope

Every publicly-assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding. Institutional responsibility for quality assurance extends to new and continuing undergraduate and graduate degree/diploma programs whether offered in full, in part, or conjointly by any institutions federated and affiliated with the university. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other post-secondary institutions including colleges, universities, or institutes, including Institutes of Technology and Advanced Learning (ITALs).

As per the COU-approved *Quality Assurance Framework*, all credit programs offered at the university, by its affiliated institutions, and in partnership with other institutions, are subject to the IQAP. Undergraduate and graduate degree programs, for-credit types 2 & 3 graduate diplomas, and new inter-institutional programs, approved through an institution's IQAP process are forwarded to the Ontario Universities Council on Quality Assurance (Quality Council) for final approval. Other programs and modifications to programs are subject only to institutional approval, but in conformity with the requirements of the IQAP. The Quality Council also reviews the executive summaries and implementation plans emerging from mandated cyclical university program review, and audits each publicly-assisted university's compliance with its IQAP on an eight-year cycle. Table 1 outlines the degree of direct Quality Council oversight required for various programs by the *Quality Assurance Framework.*

Table 1
Degrees of Oversight Required by the *Quality Assurance Framework*

Direct Review by Quality Council	Institutional Review Only, but According to Process Described in the IQAP	Departmental or Faculty Decision Making
• Proposals for new for-credit graduate and undergraduate degrees • For-credit graduate diplomas (Types 2 and 3) (expedited approval) • Requested endorsement of new field added to existing graduate program (expedited approval) • New standalone degree program arising from a field in a master's or doctoral program that has undergone at least two Cyclical Program Reviews	• Major program modifications (summary report of all major program modifications due to Quality Council annually) • Addition of a single new field to an existing graduate program. • Undergraduate certificate and diploma programs	• Workshops • Short courses • Programs of study comprised of non-credit courses

and has at least two graduating cohorts (expedited approval) • New inter-institutional program (expedited approval) • Institutionally requested review of major modifications to a program • Final Assessment Report (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review; and/or annual report to the Quality Council, which lists the past year's completed Final Assessment Reports, Implementation Plans and monitoring reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed.	• Type 1 for-credit graduate diplomas • Additions or changes to emphasis, options or minors in programs • Minor program and course changes • Summary of minor course and calendar changes • New for-credit courses • Full documentation for all University Program Reviews	

Definition of Terms

Undergraduate Certificate: A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study. While requiring recognition in the IQAP, proposals for the introduction or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

Collaborative Specialization: This is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies).

A Collaborative Specialization must have:
• At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.
• Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.
• Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).
• In place appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the institution's own expression of those Expectations.

Degree Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.

Diploma Programs: Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes only three types or categories of Graduate Diploma and has specific appraisal conditions.

Type 1: Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.

Type 2: Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.

Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

New type 1 graduate diploma programs are submitted as major modifications, while type 2 and 3 graduate diploma programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. All three types of graduate diploma programs are to be incorporated into the institution's schedule for cyclical reviews as part of the parent program.

Emphasis, Option, Minor Program (or similar): An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification, do not require reference to the Quality Council unless they are part of a **New Program**.

Field: In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Should they wish to do so, the addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

Conjoint Degree Program: A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her thesis under cotutelle arrangements.

Dual Credential Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.

Joint Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

New Program: Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists).

Table 2 provides an overview of the Quality Assurance Processes of the University of Windsor.

Table 2
University of Windsor Quality Assurance Flow Chart

| Minor course calendar change **PDC Form E** | New non-degree undergraduate diploma or certificate programs **PDC Form A** | Minor program change and/or New Course Proposal **PDC Form Cs (C, C1, C2) and/or PDC Form D** | New for-credit types 2 & 3 graduate diplomas, & creation of multiple fields in existing graduate programs **PDC Form A** | Major modification to existing program, adding a single new field to graduate program, type 1 graduate diplomas, & undergraduate certificates and diplomas **PDC Form B** | New degree program **PDC Form A** | Program review |

Major modification box continues — External Review[1]

Response from:
1. AAU(s) (proposers)
2. Dean(s)

Program review column:
- Self-study
- External Review
- 1. Response from AAU Head(s) to original review
  2. Departmental Council(s) (as required by area(s))

Departmental Council(s) (or Faculty Council(s), for non-departmentalized faculties)

Faculty Coordinating Council(s) (for departmentalized faculties)

1. Response from Dean(s) to original review
2. Faculty Coordinating Council(s) (as required by Faculty(ies))

| Graduate Studies Council (for graduate courses) | Graduate Studies Council (for graduate programs and courses) |

UPR Subcommittee of PDC[2]

Provost

Provost

Program Development Committee

PDC for information only

Senate

Senate (summary & recommendations for information)

| MCU for funding approval, as required | Quality Council (expedited process) | Quality Council |

MCU for funding approval, as required

Quality Council (summary & recommendations)

[1] includes opportunity for revisions and response to external review to be forwarded to Departmental Council

[2] the department submits updates on progress on recommendations for UPR Subcommittee and PDC review

outcomes of the cyclical program reviews will be reported to Senate

4. Institutional Process for the Approval of New Programs

Overview

At the University of Windsor, faculties and departments initiate new programs in response to the evolving needs of the local and global community and the emerging patterns of knowledge construction within and among disciplines. New programs are initiated with attention to curriculum design, the development of program learning outcomes, the alignment of effective teaching and assessment methods, and the responsible management of the requisite human, instructional and physical resources within the institution.

In keeping with established practice at the University of Windsor, all new program[3] proposals require institutional review and approval by the AAU Council, the Faculty Coordinating Council (where appropriate), the Graduate Studies Council (where appropriate), the Provost, the Program Development Committee, and Senate.

The *Quality Assurance Framework* requires some changes both to the information provided within the proposal, and to the review process. The key changes are as follows:
- the same process will now be employed for both undergraduate and graduate program proposals, only with additional requirements for graduate programs
- evidence of the currency of the curriculum in its disciplinary context
- description of unique curriculum or program innovations
- description and justification of proposed assessment methods in light of the intended learning outcomes
- inclusion of experiential learning supervision plans if applicable
- external review of all undergraduate programs as well as graduate programs(previously mandated by OCGS)
- submission of Program Proposal Briefs and all other documentation from the review process to the Quality Council for final program approval.

A major change in the process is that new program proposals, both undergraduate and graduate, now require external review as an element of the institutional process.

In keeping with the Quality Council's mandate, once the institutional approval process is complete, the university must submit all new undergraduate and graduate degree programs, programs of specialization and for-credit graduate diploma program proposals to the Quality Council for appraisal by the Council's Appraisal Committee. The Appraisal Committee must review all program proposals in these categories, even if the university is not applying for provincial funding for the new program. Some types of proposals, such as proposals for new for-credit graduate diploma programs, require no external review, and are subject only to Expedited Approval (See Section 5). Section 6 delineates types of proposals subject only to institutional review, and not to Quality Council review.

The New Program Approval Process involves the following components, as stipulated at the provincial level:
- a new program proposal brief (PDC Form A)
- an external review
- an internal response to the review
- institutional approval (AAU, faculty, provost, PDC, and Senate)
- review and recommendations by the Quality Council
- funding approval from the Ministry of Colleges and Universities (as required)
- ongoing monitoring by the institution, including cyclical review within 8 years of first-year enrolment.

Procedures
Initiating a New Program Proposal
Deans, in collaboration with department heads and faculty members, are responsible for the development of new program initiatives, including the design of the curriculum and modes of program delivery, the determination of program requirements, the development of learning outcomes consistent with provincial degree-level expectations

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[3] For Quality Assurance Framework definition of "new program", see p. 10.

and the current state of the discipline, the assessment of student achievement of learning outcomes, and assessment of the faculty and instructor qualifications and suitability of available resources.

New programs are developed within or among units, in consultation with the Academic Administrative Unit (AAU) Head or designate, the program faculty (and/or the Curriculum Committee) and the Dean. The development of a New Program Proposal Brief involves consultation and in collaboration with members of the University community directly involved in this new initiative, including faculty, staff and students, as well as those managing resources key to its implementation. This includes units beyond the AAU with programs or human and physical resources impacted or required for the success of the new program. This may involve, for example, consultation with the Faculty of Graduate Studies, the Library, Information Technology Services, the Centre for Teaching and Learning, or Facilities Services. In addition, the development of a New Program Proposal Brief requires an evidence-based assessment of comparable programs and of the demand for the proposed program. Individuals wishing to submit a new program proposal should consult with their AAU head, AAU council and Dean to ensure initial support for the proposed program. Table 3 delineates the information required in the New Program Proposal Brief (PDC Form A), as stipulated in the *Quality Assurance Framework*.

Table 3
New Program Proposal Review Criteria
From the *Quality Assurance Framework, Section 2.1*

Before submitting a Proposal Brief to the Quality Council, institutions will evaluate any new graduate or undergraduate programs according to the following criteria:
2.1.2.1 Program Objectives a) Clarity of the program's objectives; b) Appropriateness of degree nomenclature given the program's objectives; and c) Consistency of the program's objectives with the institution's mission and academic plans.
2.1.2.2 Program Requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations; c) Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
2.1.2.3 Program Requirements for Graduate Programs Only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
2.1.2.4 Assessment of teaching and learning a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and b) Appropriateness of the plans to monitor and assess: i. The overall quality of the program; ii. Whether the program is achieving in practice its proposed objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

2.1.2.5 Admission requirements

a) Appropriateness of the program's admission requirements given <u>the program's objectives and</u> program-level learning outcomes.

b) Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

2.1.2.6 Resources for all programs

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience

c) If required, provision of supervision of experiential learning opportunities;

d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university;

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and

f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.

2.1.2.7 Resources for graduate programs only

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

2.1.2.8 Quality and other indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

External Review and Report

Under the new provincial *Quality Assurance Framework*, proposals for new for-credit graduate and undergraduate degrees must undergo external review before approval at the AAU level. Review of a proposed undergraduate and graduate program proposals requires at least two external reviewers. The *Quality Assurance Framework* mandates site visits for all doctoral proposals. Undergraduate and masters program proposals are normally conducted on site, but the *Quality Assurance Framework* allows for the review of undergraduate program proposals and some masters program proposals to be conducted by desk audit or virtual site visit if the external reviewers are satisfied that the off-site option is acceptable, based on a clear justification from the Provost (or designate) on the sufficiency of an off-site review.

In accommodating this requirement, the University will follow established practice for coordinating site visits for program reviews unless the *Quality Assurance Framework* requires a different approach. Once the proposed program has received initial support from the Academic Administrative Unit (AAU), AAU Head, and Dean, the AAU Head, in consultation with the AAU Council, forwards a list of reviewer candidates to the Associate Vice-President, Academic (or designate), who establishes reviewers for the proposed program. Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, preferably with administrative and/or program assessment experience. All reviewers should be at arm's length from the program under review. They cannot:

- be former faculty members from the program,

- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process.[4] Reviewers are required to respect the confidentiality of the process and participant input. Program proposal review is a collegial process.

The Office of Quality Assurance coordinates the proposal review. In the case of an undergraduate program proposal, the Associate Vice-President, Academic (or designate) consults with the reviewer(s) to determine which form of review will take place (site visit, desk review, or virtual review). The Associate Vice-President, Academic (or designate) acts as the sole communication point with reviewers in advance of the visit, with the exception of travel and logistical arrangements. Committee members will receive documentation (Self-Study Brief, Faculty CVs, Appendices) at least six weeks before the site visit, and can request additional information as needed through the Associate Vice-President, Academic (or designate).

The goal of the site visit is to gather information for the appraisal of the standards and quality of the proposed program based on the criteria found in Table 3. In addition to the new program brief, the reviewer(s) receive(s) copies of the University's current strategic plan, a written orientation to the program proposal review process, and electronic access to the University Calendar. If a site visit is required, the two day site visit will begin with orientation meetings with the Associate Vice-President, Academic (or designate) in his/her role as coordinator of quality assurance and the University's Vice-President, Planning and Administration (or designate), and will include meetings with faculty, staff, administrative officials (including the dean(s) of the relevant Faculty(ies), the Provost (or designate), and University Recruitment to discuss questions and issues arising from the program proposal and other documentation. Other meetings can be set at the request of the reviewer(s) or by the Office of Quality Assurance, in consultation with the AAU, program proposers, or the Dean of the relevant Faculty. The reviewer(s) will also tour program and campus facilities, in particular facilities that will come into use during the proposed program.

Where two external reviewers examine a new program proposal, the reviewers normally provide a joint report within six weeks of the visit.   The report appraises the standards and quality of the proposed program in light of the criteria set out for **New Program Proposals** (Table 3).   External reviewers are also invited to acknowledge any clearly innovative aspects of the proposed program, and to make recommendations on any essential or otherwise desirable modifications to it.

Institutional Response
Both the AAU Head submitting the proposal and the relevant Dean or designate (in the case of departmentalized Faculties) will respond to the Reviewer's Report and recommendations. The proposer(s), in consultation with the Head and Dean where applicable, may revise the program proposal before submitting it for institutional approval, based on these recommendations.

Institutional Approval
Once the external review and responses are completed, the program or AAU council, and then the faculty coordinating council (where appropriate), review all documentation created for the proposal and review process to determine

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[4] In response to input gathered during campus consultation regarding external site visit procedures, the Guide employs a more stringent set of criteria in its definition of "arm's length" than was previously applied in the University of Windsor undergraduate program review process. The intention is to ensure that reviews will be impartial and objective in all cases. The additional criteria are consistent with the standards adopted at other Ontario universities.

whether the proposal meets the institution's quality assurance standards. Graduate programs must then undergo review (based on the same standards) by Graduate Studies Council. In addition, new program proposals require confirmation by the Dean that s/he supports the proposal and is committed to seek to provide the necessary resources, and approval by the Provost prior to submission to PDC. PDC considers the Proposal Brief, the Reviewers' Report(s) and the internal response(s) in determining whether or not the new program proposal meets University of Windsor IQAP standards and is therefore acceptable, or whether it needs further modification. Once approved by PDC, the program proposal brief is submitted to Senate for final quality assurance review. All new programs are approved subject to the relevant resources being made available institutionally.

Once the document receives final approval from Senate, the university's established contact (in the case of the University of Windsor, the University Secretariat) submits the Proposal Brief (PDC Form A), together with all reports and documentation, to the Quality Council Secretariat. The submission must also state whether the proposed program will be run on a cost-recovery basis.

The *Quality Assurance Framework* indicates that, subject to approval by the university's senior academic officer (*e.g.,* Provost and Vice-President Academic), the university can announce its intention to offer the program, in advance of approval by the Quality Council, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until and unless the program is approved by the Council. The *Quality Assurance Frameworks* states that when such announcements are made in advance of Quality Council approval, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval." In some cases, MCU funding approval will also be required prior to launching the program.

Quality Council reviews the proposed program following the procedures delineated in the *Quality Assurance Framework*.

Review and Recommendations by the Quality Council
The *Quality Assurance Framework* describes the approval, deferral and refusal options of the Quality Council Appraisal Committee and the obligations of universities to implement or revise the proposals reviewed. The Office of Quality Assurance will make this information available to University of Windsor AAUs as they develop new programs subject to Quality Council appraisal.

Ongoing Monitoring
After a new program has been "approved to commence", the program will begin within thirty-six months of the date of approval; otherwise the approval will lapse.

It is the responsibility of the Dean, in consultation with the relevant AAU Head(s), to monitor new programs, including student enrolment and success in the program, as well as resource allocation and program administration. The Dean will provide a summary interim report on the new program to the Office of Quality Assurance, when the next cyclical program review is longer than 4 years out . AAUs piloting new programs, the Associate Vice-President, Academic (or designate) and the relevant Dean will receive annual data sets consistent with the data provided for cyclical program review (including admissions data, retention rates, class size distributions, grade distributions, SET scores, percentage of classes taught by sessionals, and graduation rates), and will review these indicators to identify and collaboratively address emerging problems. The first cyclical review of any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule.

5. Expedited Approval Processes

Overview
The Quality Council's expedited review allows for a simplified protocol for a limited set of program proposals. In these cases, the process does not involve external review, and the institution submits a proposal brief and the rationale for the change or new program. In these cases, the proposal is reviewed based on the applicable elements of the quality

assurance criteria employed for a full review. The appraisal and approval processes are significantly reduced. No external reviews are required for expedited approvals.

Criteria for Expedited Approval

The Quality Assurance Framework allows for expedited approval in the following situations[5]:

    a) an institution requests endorsement of the Quality Council to declare a new Field in a graduate program[6]

    b) there is a proposal for a new for-credit type 2 or type 3 Graduate Diploma[7]

    c) the Quality Council reviews major modifications to an existing program at the request of an institution (see *Major Modifications*, p. 18)

No external reviewers are required for Expedited Approvals.

Procedure

The Protocol for Expedited Approvals includes:

- a Proposal Brief
- appraisal by the Quality Council

The Proposal Brief (PDC Form A)

Deans, in collaboration with department heads and faculty members, are responsible for the development of expedited program review proposal briefs. As per the University's established practice, the AAU head in collaboration with faculty members prepares a Proposal Brief (PDC Form A) for submission to the Quality Council. The Proposal Brief describes the new program or the significant changes being proposed (including, as appropriate, reference to learning outcomes, faculty and resources); provides a brief account of the rationale for the changes; and addresses the Evaluation Criteria [Framework Section 2.1, Table 3], where they apply. As with other new program proposals, and in keeping with established practice, these new program proposals will be reviewed by department and faculty coordinating council(s), as appropriate, before submission to PDC and then Senate. A PDC form A will continue to be used for the development of the Proposal Briefs for new credit-course based diploma programs. If the institution requests Quality Council review for major modifications to an existing program, the request will be in keeping with the existing major modifications institutional processes (see *Major Modifications*, p. 18).

Appraisal by the Quality Council

The Council's Appraisal Committee reviews the submission, conferring with the university and receiving further information as needed. The Appraisal Committee will focus its review on the following elements of the submission:

a) Overall sufficiency of the External Review Report(s);

b) Recommendations and suggestions made by the external reviewers, including on the sufficiency and quality of the planned human, physical and financial resources;

c) Adequacy of the internal responses by the unit and Dean(s) to the recommendations, or otherwise for single department Faculty; and

d) Adequacy of the proposed methods for Assessment of Teaching and Learning given the proposed program's structure, objectives, program-level learning outcomes and assessment methods.

Based on this review, the Committee may seek further information from the university, in which case it will provide a rationale for the requested information. Requests for and responses to additional information will normally be in the form of written correspondence but virtual/teleconference or in-person meetings between the university and the Appraisal Committee may also be considered in order to expedite the process.

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[5] For the Quality Assurance Framework definitions of these terms, see pp. 8-10.

[6] The addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

[7] Type 2 and 3 graduate diploma programs require Quality Council Expedited Approval (no external reviewers required) prior to their adoption. Type 1 graduate diploma programs are submitted as major modifications. All three types of graduate diploma programs are incorporated into the university's schedule for cyclical reviews as part of the parent program.

In rare instances, the Appraisal Committee may determine that the original external review was inadequate and therefore invite further input from an external expert, either through desk review, or in person or virtual site visit.[8]

Decision by the Quality Council

After considering the recommendation of the Appraisal Committee, the Quality Council will make one of the following decisions:

a) Approved to commence;

b) Approved to commence, with report;

c) Deferred for up to one year during which time the university may address identified issues and report back;

d) Not approved; or

e) Such other action as the Quality Council considers reasonable and appropriate in the circumstances.

Reports on new programs will only be required when significant additional action, such as a large number of new hires and/or other new resources, are required to assure the quality of the program.[9]

6. Program Modifications and other Proposals Requiring Institutional Approval Only

Overview

Proposals for type 1 graduate diploma programs, undergraduate certificates and diplomas, and non-degree programs based on for-credit coursework and formally issued by the University are reviewed institutionally by AAU Council and Faculty Coordinating Councils (where appropriate) before submission to PDC and Senate for approval, but do not require Quality Council review. This is also the case for major modifications to existing programs.

Non-degree programs offered to students at the University include activities such as workshops, short courses, and programs of study comprised of non-credit courses. These are not subject to institutional or Quality Council review: their planning and facilitation are at the discretion of Deans, AAU Heads, Program Directors, and other members of the academic community in keeping with resource availability and overall academic planning. All members of the academic community are encouraged to look for efficiencies and collaborative opportunities in planning programming for students.

Major Modifications to Existing Programs (Program Renewal and Significant Change)

Modifications to programs provide an opportunity for continuous improvement. Major modifications to existing programs (see definition below) require institutional review but not Quality Council Review as per the University's established practice. Proposals for major program changes must receive AAU, faculty, PDC and Senate approval, and approved changes are subject to budgetary review. Proposals for modifications will be submitted using the Program Development Committee major program changes form which includes sections outlined in Table 3 (PDC Form B). Major modifications to existing programs do not require submission of a Proposal Brief to the Quality Council except when the University requests endorsement of the Quality Council. In such cases, unless the Quality Council determines that the proposed modification is, in fact, a new program, the review of the proposal will occur through the Expedited Approval Process.

The *Quality Assurance Framework* defines major modifications[10] as changes including one or more of the following program changes:

- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review;
- significant changes to the learning outcomes;

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[8] *Quality Assurance Framework*, section 2.6.2, Ontario Universities Council on Quality Assurance, February 24, 2021.

[9] *Quality Assurance Framework*, section 2.6.3, Ontario Universities Council on Quality Assurance, February 24, 2021.

[10] Major modifications are more fully defined in the PDC forms.

- significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery;
- new type 1 graduate diplomas, adding a single new field to a graduate program, or new undergraduate certificates or diplomas.

Application of the criteria above determine when proposed changes are considered "major." All new proposals for or significant changes to undergraduate degree program specializations, options, and emphases must be submitted as major modifications.

In keeping with past practice, the Program Development Committee or the Provost (or designate) may determine that changes to a given program constitute major changes or a new program proposal, and at that time, in consultation with the AAU, require the completion of the relevant PDC Form. The criteria used to assess changes are consistent with the *Quality Assurance Framework* criteria for program quality applied throughout this document.

The process for major program changes is consistent with the expedited approval process, but the proposal can be approved at the institutional level, according to the University's established procedures: it does not require Quality Council review. Please see the institutional approval flow chart (Table 2). As the *Quality Assurance Framework* notes, the fundamental purpose of the identification of major modifications to existing programs, and their submission through a robust quality assurance process which does not require but may include the Quality Council, is to assure the university, and the public, of the ongoing quality of the university's academic programs. In keeping with Quality Council guidelines, the University, through the University Secretariat, will file an annual report to the Quality Council which provides a summary of major program modifications that were approved through the University's internal approval processes in the past year.

The deletion of an entire program, while significant, does not qualify as a major modification in that there is no program to modify. Deleting a program does not alter learning outcomes. In accordance with University policy, students enrolled in a program, at the time of its deletion, will be able to complete the program, within a reasonable timeframe. Proposals to delete a program are submitted on a PDC Form C and will be reported annually to the Quality Council.

Minor Program Changes and Course Proposals
The University will continue to follow established practice regarding minor program changes, course proposals, and minor calendar changes, which are submitted on the PDC Forms C-E (Appendices A-E). The PDC Form Cs (C, C1 and C2) are used for minor program changes which may affect degree requirements, but do not alter the goal and objectives of the original program, including articulation agreements and degree completion pathways and combining programs or concurrent offerings from existing programs. The forms are also used for the approval of or changes to minors (in undergraduate programs), and when proposing changes to courses that require additional resources. Minor program changes require approval from AAU Council, Faculty Coordinating Council (where appropriate), Graduate Studies Council (for graduate proposals), PDC and Senate. The University of Windsor Quality Assurance Flow Chart (Table 2) summarizes this process**.**

New Course Proposals, employing the New Course Proposal form**,** require approval from AAU Council, Faculty Coordinating Council (where appropriate), Graduate Studies Council (for graduate proposals), PDC and Senate.

The **Summary of Minor Course and Calendar Changes** form delegates authority to Faculties for minor course and calendar changes, provided that these changes do not affect degree requirements and/or require additional resources. As per the University's established practice, in this situation, departments will, in consultation with the Registrar's Office, the University Secretariat, and the Centre for Teaching and Learning complete their minor course and calendar changes using this form. Proposals for minor course and calendar changes require approval from AAU Council, and Faculty Coordinating Council (where appropriate) for approval, having been reviewed by the Registrar's Office, the University Secretariat, and the Centre for Teaching and Learning. The summary of the approved changes will then be forwarded to PDC for information. The Registrar's Office, University Secretariat, the Centre for Teaching

and Learning, and the departments will work together to resolve any minor course/calendar changes which seem problematic.

7. Cyclical University Program Reviews (UPRs)

Overview

In keeping with the University of Windsor's commitment to academic rigor, innovation, and the ongoing enhancement of teaching and learning, and in compliance with provincial quality assurance standards, all existing undergraduate and graduate degree programs undergo cyclical review. Ideally, University Program Review (UPR) serves as one component of broad-based quality enhancement activities at the departmental and faculty level, fostering increased dialogue and collaboration within and among departments and service units regarding student learning and program improvement.

Cyclical review of undergraduate programs has been a part of University quality assurance practice at the University of Windsor since 1991. Previously, graduate programs were reviewed through the Ontario Council on Graduate Studies (OCGS). The process mandated through the *Quality Assurance Framework* is in many respects consistent with the undergraduate and graduate procedures already in place, but applies to both graduate and undergraduate programs. Wherever possible, the University has attempted to maintain consistency between prior and new practice with regard to the self-study and the cyclical program review processes. The key changes are as follows:

- Integration of graduate and undergraduate program reviews
- In consultation with the Associate Vice-President, Academic (or designate), and their Deans, programs can employ documents and processes associated with external accreditation in place of elements of the institutional program review process provided these elements are fully consistent with the requirements of the *Quality Assurance Framework*
- Increased systematic support for the completion of Self-studies
- More extensive orientation provided for external reviewers
- Additions to the self-study:
  - review of concerns and recommendations raised in previous reviews;
  - self-study process summary;
  - greater focus on disciplinary currency and innovative content, teaching practices or course delivery models;
  - greater emphasis on indicators of program quality delivery, e.g. indicators of faculty and sessional qualifications and quality, course demographics, and student achievement and satisfaction. Much of this data will be made available through increased data provision consistent with the approach previously used for graduate program reviews;
  - contextualization of data in relation to data from previous reporting period (when possible), as well as six-year trends, and in light of provincial, national and professional standards, when available;
  - initiatives taken to enhance the quality of the program and the associated teaching and learning environment; and
  - identification of specific concerns where reviewers' advice is thought, areas requiring improvement, and areas that hold promise for enhancement.
- More focused and proactive approach to the development of recommendations and to the support of departments in the process of program enhancement

Cyclical review of stand-alone, joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs[11] must take place once in an eight-year cycle. The Office of Quality Assurance maintains a schedule for these reviews. All for-credit undergraduate and graduate degree programs offered by the AAU are including in the scope of the area's cyclical program review. Programs which have been closed or for which admissions have been suspended are out of scope for a cyclical program review. Where appropriate and in consultation with the relevant Deans and AAU Heads,

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[11] See Appendix F for Procedures for Interinstitutional Program Reviews

this schedule can combine program reviews with accreditation reviews required by professional bodies. Where cyclical reviews and professional accreditation processes occur in tandem, Deans and AAUs will ensure that the objectives of all review processes are met.

Program reviews include contributions from all members of the University of Windsor community, including faculty, staff, students and graduates. Input from members of the broader community, including disciplinary experts, representatives of professional bodies, industry, employers and other community partners will also be considered in reviews, where appropriate. University Program Review is a collegial process.

The program review involves the following components:
- a self-study coordinated by the AAU Head or Program Director, in collaboration with the faculty members who deliver the program(s) under review and in consultation with students, which explicitly addresses quality of each academic program and the learning environment of the students in each program
- a site visit by the review committee
- a report on the self-study and site visit from the review committee
- responses to the review committee's report and its recommendations by AAU Head or Program Director, and by the Dean
- a review by the members of the University Program Review Committee which drafts the final assessment report, including finalizing and prioritizing recommendations stemming from the review for PDC review and approval.

Procedures

Initiating a University Program Review
The Associate Vice-President, Academic (or designate), initiates the UPR process, writing to the designated programs approximately 12 months before the intended site visit.

Establishing the Review Committee
The Academic Administrative Unit (AAU) Head, in consultation with the AAU Council, forwards a list of review committee candidates to the Associate Vice-President, Academic (or designate), who establishes review committee membership. The review committee must include two external reviewers, and may include one internal reviewer not from the program under review. Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, normally at the associate or full professor rank and preferably with administrative and/or program assessment experience. All reviewers should be at arm's length from the program under review. They cannot:
- be former faculty members from the program,
- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process.[12] One of the external reviewers will act as chair of the committee. Reviewers are required to respect the confidentiality of the process and participant input and provide for an appropriate level of confidentiality in their report. Program review is a collegial process.

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[12] In response to input gathered during campus consultation regarding external site visit procedures, the Guide employs a more stringent set of criteria in its definition of "arm's length" than was previously applied in the University of Windsor undergraduate program review process. The intention is to ensure that reviews will be impartial and objective in all cases. The additional criteria are consistent with the standards adopted at other Ontario universities.

University of Windsor - Quality Assurance Protocol

Support for the UPR

The Office of Quality Assurance offers ongoing guidance and coordinates the support and services necessary in order to complete the self-study process. The Office of Institutional Planning, Information Technology Services and the Registrar's Office provide institutional data required for program self-analysis. The Office of Quality Assurance and the Centre for Teaching and Learning provide strategic support to the program groups undertaking self-study. In addition, the University will develop and maintain an institutional IQAP Handbook which will provide guidance on the conduct of rigorous, objective, and searching self-studies. This Handbook will also establish criteria for the nomination and selection of arm's length external peer reviewers, identify roles and responsibilities for the collection, aggregation and distribution of institutional data and outcome measures, specify the format required for the self-study and external reviewers' reports, and set out the institution's undergraduate and graduate program review cycle. The Handbook will be developed in consultation with the PDC.

The Self-study

Under the co-ordination of the Dean (for non-departmentalized faculties) or AAU Head (or delegate), faculty from each program under review prepare a self-study which is subsequently reviewed by the AAU Council and the Dean before submission to the Dean of the Faculty of Graduate Studies (or designate). The Dean of the relevant Faculty has an opportunity to provide input before the self-study receives final AAU approval.

The self-study affords an opportunity for a broad-based, reflective, and forward-looking consideration of how the program serves its constituency, represents its discipline(s) and fulfils its principal objectives. Evidence-based, it includes the critical analysis of pertinent qualitative and quantitative data and the evaluation of the program's alignment with the University's mission and degree-level expectations. Where possible, the self-study should contextualize data in light of applicable provincial, national and professional standards as well as comparable programs elsewhere Table 4 outlines the required elements of the self-study.

Table 4
Self-Study Components
From the *Quality Assurance Framework*

The following elements for the preparation and writing of the self-study are required and must be addressed in the IQAP:

The following elements for the preparation and writing of the self-study are required and must be addressed in the IQAP:

a) Description of how the self-study was written, including how the views of faculty, staff and students were obtained and considered;

b) Requirement for inclusion of the evaluation criteria and quality indicators identified in Framework Section 5.1.3.1, for each discrete program being reviewed (see Table 5);

c) Program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources;

d) Description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program;

e) For the first Cyclical Review of a new program, the steps taken to address any issues or items flagged in the monitoring report for follow-up (see Section 2.9.2), and/or items identified for follow-up by the Quality Council (for example, in the form of a note and/or report for the first Cyclical Program Review in the Quality Council's approval letter – see Section 2.6.3 a) or b));

f) Where appropriate, any unique curriculum or program innovations, creative components, or significant high impact practices;

g) Areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change; and

h) Assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review.

The university may identify any other pertinent information that it deems appropriate for inclusion.The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.

The self-study requires a participatory and transparent approach, involving program faculty, staff, and students, and the documentation of how their views were obtained, and how they were taken into account in the development of the report, and more generally clarity regarding the integrity of the data. Recommended methods of consultation and involvement include:

- Stakeholder representation on the self-study committee
- Survey data
- Focus group data
- Interview data
- Involvement of elected student representatives
- Departmental NSSE data, CLASSE data, or data from other externally validated instruments
- Review of self-study by elected student representatives

It is expected that departments will plan in advance to gather stakeholder data from multiple sources.

Once the self-study is completed, the AAU Council and the Dean review the self-study to ensure that it offers a comprehensive view of program quality and to highlight any considerations and recommendations pertinent to the review.

Additional Requirements for Graduate Programs

As much as possible, the *Quality Assurance Framework* is intended to streamline review processes, particularly through integration of undergraduate and graduate program review. In contrast to prior practice, all degree programs, undergraduate and graduate, will be reviewed through the Quality Council: the OCGS will no longer review graduate programs or proposed graduate programs.   This change will facilitate more comprehensive perspectives on programs and resource allocation within units, and allow for greater efficiency in terms of data gathering, calculation and analysis. However, some review requirements are specific to graduate programs, including the following:

- time to completion data and regulations
- quality and availability of graduate supervision
- student grade-level of admission
- student scholarly output
- student success rates in provincial and national scholarship competitions and student awards
- evidence of student development of professional and transferable skills
- evidence of program structure and faculty research ensuring the intellectual quality of the student experience
- sufficient number of graduate-level courses

The Site Visit

Site visits have been an element of both the undergraduate and graduate program review process, and the processes mandated by the *Quality Assurance Framework* are generally consistent with the University of Windsor's established practice. While normally conducted on-site, the external review of undergraduate programs and certain master's programs (e.g., professional master's programs and fully online programs) may be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied, based on a clear justification from the Provost (or designate), that an off-site option is acceptable. External reviews of all doctoral programs and other master's programs must be conducted on-site.

The Office of Quality Assurance coordinates a site visit in order for the review committee to assess the quality and standards of the program first hand. The Associate Vice-President, Academic (or designate) acts as the sole communication point with reviewers in advance of the visit, with the exception of travel and logistical arrangements. Committee members will receive documentation at least six weeks before the site visit, and can request additional information as needed through the Associate Vice-President, Academic (or designate).

In addition to the self-study, the review committee receives copies of all of the University strategic plans in force during the eight years since the program's last review, a written orientation to the University of Windsor IQAP process

including the required components of the review committee report, and electronic access to the University Calendar. In addition, the committee meets with:

- the Associate Vice-President, Academic (or designate) for an orientation to the cyclical review process,
- faculty, staff, administrative officials and students (in separate meetings) to discuss questions and issues arising from the self-study and other documentation in light of the University Program Review criteria (See Table 5), and
- any other parties the program under review deems relevant to the cyclical review process (*i.e.,* recruitment, institutional analysis, finance, professional association, community or industrial partner/employer).

The committee will tour program and campus facilities, and have an opportunity to review samples of student work.

Table 5
University Program Review Evaluation Criteria
From the *Quality Assurance Framework*

The IQAP for review of existing undergraduate and graduate programs requires the evaluation criteria below.
5.1.3.1.1 Objectives a) Program is consistent with the institution's mission and academic plans.
5.1.3.1.2 Program requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations; c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
5.1.3.1.3 Program requirements for graduate programs only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

5.1.3.1.4 Assessment of teaching and Learning
a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and
b) Appropriateness and effectiveness of the plans to monitor and assess:
  i. The overall quality of the program;
  ii. Whether the program continues to achieve in practice its objectives;
  iii. Whether its students are achieving the program-level learning outcomes; and
  iv. How the resulting information will be documented and subsequently used to in form continuous program improvement.

5.1.3.1.5 Admission requirements a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.
5.1.3.1.6 Resources** Given the program's class sizes and cohorts as well as its program-level learning outcomes: a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;

c) If required, provision of supervision of experiential learning opportunities;

d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources; and

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

5.1.3.1.7 Resources for graduate program only**

Given the program's class sizes and cohorts, as well as its program-level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;

b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and

c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.

5.1.3.1.8 Quality indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring);

b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and

c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

**In keeping with past practice and the requirement for a review of academic services that directly contribute to the quality of each program under review in the Self-Study, consideration must also be given to the appropriateness, effectiveness, and sufficiency of resources and services that directly contribute to the academic quality of programs, in particular, library resources and services, for both graduate and undergraduate programs.

Reporting

Report of the Review Committee

Once Review Committee members have completed their site visit and review, they prepare one joint report containing a summary of the site visit, including meetings with students, staff and administration and tours of facilities, noting responses received to issues raised in the self study. It will also address the substance of the self-study report, including commenting on each discrete program documented in the self-study, identify the strengths and weaknesses of the program(s), and make at least three recommendations for steps to be taken that will lead to continuous program improvement (for evaluation criteria, see Table 5). All commentary or recommendations must be tied directly to issues of program quality or sustainability. The report is normally due to the Associate Vice-President, Academic (or designate) within six weeks of the site visit.

The Associate Vice-President, Academic (or designate) forwards a copy of the review committee report to the AAU Head for a written response. The AAU Head can ask for clarifications regarding the report through the Office of Quality Assurance. The AAU Council will review the document before it is sent to the relevant Dean, who then prepares a written response to the self-study, review report and response. The Dean's response includes commentary regarding the plans and recommendations proposed in the self-study report, the recommendations advanced by the review committee, and the program's response to the review committee report. It also describes changes in organization, policy or governance that would be required to meet those recommendations, the resources that would have to be provided in supporting the implementation of selected recommendations, and a proposed timeline for the implementation of any of those recommendations.

All documentation, including the self-study, reviewers' report, and responses by the AAU Head and the Dean are forwarded to the University Secretariat, which convenes a meeting of the UPR Committee. In reviewing the

documentation, this committee identifies significant strengths of the program, opportunities for program improvement and enhancement, and identifies and prioritizes recommendations for implementation. The University Secretariat assists the UPR Committee in producing draft final assessment reports, which include an executive summary, and an implementation plan (including recommendations with timelines, and the associated agents responsible for addressing them listed in priority order).

The Final Assessment Report provides the institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:
1. Identifies significant strengths of the program;
2. Identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
3. Lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);
4. Explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
5. Includes any additional recommendations that the unit, the Dean(s) and/or the university may have identified as requiring action as a result of the program's review;
6. May include a confidential section (for example, where personnel issues need to be addressed); and
7. Identifies who will be responsible for approving the recommendations set out in the Final Assessment Report.[13]

The UPR Committee's final assessment reports are reviewed and approved by the Program Development Committee and the executive summaries and implementation plans are then submitted to Senate for information and posted on the Senate website.[14] The final PDC report will include a limited number of focused and concise recommendations, in order to ensure that the areas are able to manageably and effectively follow through on the recommendations. Expanding on #4 above, some of the ways in which reviewer recommendations may be revised include the following:
a) Reviewer recommendations that have been addressed by the time of the PDC review of the material will be noted as completed and not included in the implementation plan.
b) Reviewer recommendations may be reworded or not included in the implementation plan, taking into account the responses from the Department and the Dean, the authority of the department or program area to act on them, and the institution's structures and priorities.
c) Reviewer recommendations that address similar matters will be combined.
d) Reviewer recommendations relating to resources may be reworded or not included in the implementation plan following an assessment of how they fit with the institution's existing structures and priorities.

Finally, the outcomes of the cyclical program review process are reported to the Quality Council by:
a) Submission of the approved Final Assessment Report (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review; and/or
b) Submission of an annual report to the Quality Council (see below), which simply lists the past year's completed Final Assessment Reports, Implementation Plans and monitoring reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Executive Summaries and Implementation Plans, as well as any monitoring reports that have also been completed over the prior year.[15]

The Deans and AAU Heads, receive the final assessment reports as well as the executive summaries with implementation plans and, with the support of other units, oversee implementation of the recommendations. Programs are required to submit a mid-cycle progress report the Program Development Committee on the progress made with their implementation plan. Based on its review, the Program Development Committee may require additional progress reports. These reports and PDC responses will be posted on the University Secretariat website.

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[13] *Quality Assurance Framework*, section 5.3.2, Ontario Universities Council on Quality Assurance, February 24, 2021.

[14] Public access to cyclical program review documents is limited to the executive summaries and implementation plans.

[15] *Quality Assurance Framework*, section 5.4.2, Ontario Universities Council on Quality Assurance, February 24, 2021.

Use of External Accreditation Reports as Elements of the University of Windsor IQAP

With the approval of the Associate Vice-President, Academic (or designate), following consultation with the appropriate Dean, programs can employ documents and processes associated with external accreditation in place of elements of the institutional program review process provided these elements are fully consistent with the requirements of the Quality Assurance Framework. The program must keep a clear record of the substitutions or additions made, and the grounds on which the substitutions were made, and this record will be eligible for audit by the Quality Council.

8. The Quality Council Audit Process

This section is a summary of the provincial audit process as it applies to all Ontario Universities.

All publicly-supported universities in Ontario have committed to participating in an audit of their compliance with the provisions of their IQAP, on an eight year cycle. Additional focussed audits may take place within any cycle. Cyclical audits provide necessary accountability to post-secondary education's principal stakeholders by evaluating past and current practice as well as the university's approach to continuous improvement. The agreed audit cycle schedule will be published on the Quality Council website. Three individuals from the Quality Council Audit Panel, selected by OCAV from a list of nominated present and past faculty members at Ontario institutions), will undertake the audit. Auditors must be at arm's length from the institution being audited.

In the year prior to the scheduled audit, the Quality Council will provide an orientation to appropriate University staff and offices on what to expect from the audit. Following this meeting,the Office of Quality Assurance, in consultation with the Provost's Office, the University Secretariat, and other persons/offices, will prepare an institutional self-study assessing the University's quality assurance processes, including challenges and opportunities, within its own institutional context. The self-study will pay particular attention to any issues flagged in the previous audit and will will be submitted to the Quality Council in advance of the desk audit.

Auditors independently select programs for audit from among those undertaken within the period since the conduct of the previous audit, that represents the New Program Approval Protocol (normally two examples of new programs developed under this Protocol) and the Cyclical Program Review Protocol (normally three or four examples of programs that have undergone a Cyclical Program Review). Programs that have undergone the Expedited Protocol and/or the Protocol for Major Modifications (Program Renewal and Significant Change) will not normally be subject to audit. The audit process generally involves a desk audit of documents, followed by a site visit. The audit report will describe the audit methodology and verification steps, provide a status report on the program reviews carried out by the institution, describe the institution's compliance with its IQAP (as it existed at the time the program was reviewed), identify notably effective policies or practices, and provide suggestions, recommendations, and causes for concern with regard to IQAP compliance.

Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best practices. Institutions are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.

Recommendations are recorded in the auditors' report when they have identified failures to comply with the IQAP. These failures indicate discrepancies that weaken the integrity of academic standards or are necessary for effective quality assurance. The institution must address these recommendations.

Causes for concern may be potential structural weaknesses in quality assurance practices. When the auditors have identified, with supporting reason and evidence, a cause for concern, it will be reported to the Audit Committee and the institution. Following deliberation, including possible discussion with the institution, the Committee may then recommend that the Quality Council investigate IQAP compliance at the institution more extensively.

The Quality Council Secretariat publishes the approved summary of the overall findings, together with a record of the recommendations on the Quality Council's website, and sends a copy of both to the institution for publication on its website. Institutional audits are subject to a one year follow-up report to the auditors, who will draft a commentary on the scope and adequacy of the institution's response to the audit report, suitable for publication and submit it to the Audit Committee. The Audit Committee will submit a recommendation to the Quality Council on whether to accept the institutional one-year follow-up response. When the Audit Committee is not satisfied with the reported institutional response, it recommends to the Quality Council the course of action to be taken. These documents are also published on the Quality Council website and the institution's, and are submitted to OCAV, the COU, and MCU for information.

Appendix A - New Program Proposal Brief
PDC FORM A

Click on the following link to access the form:

[PDC Form A - New Program Proposal Brief](#)

Appendix B - Major Program Changes
PDC Form B

Click on the following link to access the form:

[PDC Form B – Major Program Changes](#)

Appendix C – Minor Program Changes
PDC Form Cs (C, C1 and C2)

Click on the following link to access the form:

[PDC Form Cs – Minor Program Changes](#)

Appendix D: University Program Reviews –
Cyclical Program Review Schedule

Visit: https://www.uwindsor.ca/qualityassurance/799/schedule

Appendix E – University of Windsor Programs

Visit: www.uwindsor.ca/calendar for program listing

Appendix F: Procedures for Interinstitutional Program Reviews

Cyclical review of inter-institutional programs must take place once in an eight-year cycle, based on a mutually agreed upon review schedule. In the case of joint programs:

- Institutions will create a single report that covers common IQAP requirements, and will include separate addenda to provide any additional information required by their own IQAP.
- Each institution will be responsible for ensuring that all requirements of its own IQAP have been addressed.
- Partner institutions will collaborate to produce the relevant materials for common IQAP requirements.
- Should a partner institution require additional data to meet its IQAP standards, it will seek assistance and input from its partners.
- The external review committee will normally include an internal reviewer from each partner institution, selected in a manner consistent with the approach at his or her respective institution.
- AAUs at partner institutions will work together to submit a list of potential external reviewers.
- The selection of the external reviewers will be the joint responsibility of those responsible for selecting external reviewers from all institution
- The review team will normally visit all program sites.
- Reviewers will consult faculty, staff, and students at each partner institution.
- Deans and participating units at all partner institutions will provide feedback on the reviewers' report.
- The Final Assessment Report, which includes the Implementation Plan, will involve input from all partners through procedures consistent with their respective IQAPs; on a rotational basis, each partner institution will undertake to produce the Final Assessment Report which will then go through the appropriate governance processes at each partner institution.
- The Final Assessment Report will be posted on the university website of each partner.
- Partner institutions will negotiate an appropriate monitoring process for the Implementation Plan that is consistent with their IQAP requirements.
- The Final Assessment Plan will be submitted to the Quality Council by all partners.

Key Changes to the Quality Assurance Framework

While the 2021 version of the Quality Assurance Framework also includes a number of smaller changes, following is a summary of the key changes that have been made throughout *Part Two: Quality Assurance Protocols for Ontario's Universities and the Quality Council*.

Introduction

- Role of internal versus external quality assurance
- New opening paragraph added, which explicitly links Part One and Part Two

Continuous Improvement

- Role of continuous improvement in quality assurance activities (introduction and throughout QAF)
- Defines a new specific role for key contacts through routine exchange forums

Rationale for Protocols

- A rationale and importance of each protocol outlined in the introduction to each protocol

All Protocols

- Option for universities to add elements to align with institutional strategies, such as equity, diversity and inclusion considerations, special missions and mandates, etc. to their IQAPs has been added to "Section 2.1 Initial Institutional Process" in the Protocol for New Program Approvals, "Section 3.1 Proposal" in the Protocol for Expedited Approvals, in the "Process" section of the Protocol for Major Modifications (Significant Change and Program Renewal), and the "Process" section of the Protocol for Cyclical Program Reviews.
- References / linkages to the Ontario Qualifications Framework added throughout.

Protocol for New Program Approvals

- Distinguishes between program objectives and program-level learning outcomes
- Faculty CVs no longer required to be submitted, as long as AC satisfied externals saw these and have provided satisfactory commentary on faculty expertise, supervision, etc. (*adjusted oversight*)
- Evaluation Criteria (Section 2.1.2)
  - Reordered and rephrased throughout to clarify meaning and intent
- Section 2.2.1 External perspective:
  - Two externals for all new program proposals (undergraduate and graduate)

- o Optional third internal reviewer (preferably with teaching and learning expertise)
  - o Possibility of certain new master's programs being conducted via desk audit / virtual site visit if externals satisfied with that option
- Section 2.3.1 Internal response:
  - o Added exception language for the requirement of separate responses from the unit and the Dean for single-department faculties (or equivalent)
- Section 2.5 Submission of Proposal to Secretariat:
  - o Brief commentary on qualifications of external reviewers
  - o Requirement added to now complete a submission checklist for inclusion with all submissions to the Appraisal Committee
- Section 2.6.2 Appraisal Committee Review:
  - o New section to specify what the Appraisal Committee will focus on (sufficiency of externals report; recommendations/suggestions from externals; adequacy of internal response; adequacy of proposed assessment of T&L) (*adjusted oversight* in terms of not all evaluation criteria treated equally anymore)
  - o Changes made to clarify the appeal process (Sections 2.6.2 and 2.7.1)
- Section 2.6.3 Quality Council decision: Reports on new programs will now only be required when significant additional action / resources are required to assure the quality of the program (*adjusted oversight*)
- Section 2.7.1 University may consult with/request a reconsideration of the Appraisal Committee and Section 2.7.2 University may appeal to Council
  - o For recommendations other than "Approved to Commence", a step has been added so that the Secretariat will now notify the university of the Appraisal Committee's proposed recommendation *before* it goes to the Quality Council for decision and seek the university's acceptance of the recommendation
  - o Clarified language in the appeal process
- Section 2.9.2 Monitoring: Expanded clarification of what this process must entail

Expedited Protocol

- Now separated from major modifications into an independent protocol
- GDip (Type 1) now can be handled as a major modification (*adjusted oversight*)
- Added option of the creation of a new standalone degree from an existing field in a graduate program, with associated criteria, to go through the Protocol for Expedited Approval
- Added a footnote for new GDips that are not associated with an existing parent program indicating that best practice would be to have the proposal externally reviewed by desk review (or alternative method)

- (Normally) no longer eligible for audit (*adjusted oversight*)

Protocol for Major Modifications (Program Renewal and Significant Change)

- Now separated from Expedited Protocol into an independent protocol

- Clarified purpose of major modifications (i.e., program renewal/response to CPRs/program closures, etc.)

- Clarified process for introduction of new field(s)

- At the end of the "Scope" section, added language to strongly encourage the inclusion in the IQAP of an identified arbiter to help determine minor modification, major modification, or new program

- Addition of micro-credentials and undergraduate certificates to list of examples for other program changes that do not rise to the level of a major modifications (plus developed draft new definitions)

- (Page 22) Optional (but strongly encouraged) evaluation criteria for programs that are moved to become fully online

- Created a new, standalone "Section 4.2 Program Closure" asking that the IQAP specify the conditions for when a program closure will be considered as a minor or major modification and explicitly asking that all program closures be reported to the Quality Council as part of the Annual Report on Major Modifications

- (Normally) no longer eligible for audit (*adjusted oversight*)

Protocol for Cyclical Program Reviews

- New introduction to emphasize role of FAR/IP/continuous improvement for CPRs

- Protocol reordered and section headings renamed to align with Protocol for New Program Approvals

- Section 5.1.3.1 Evaluation criteria: Ordering and wording amended to now mostly mirror those for new program proposals (as appropriate)

- Section 5.2.1 External perspective:
  - Requirement for two external reviewers for all program reviews
  - Possibility of certain new master's programs being conducted via desk audit / virtual site visit if externals satisfied with that option
  - Requires at least three recommendations for specific steps that will lead to continuous improvement of the program
  - Revised language regarding the external reviewers' recommendations related to resources to clarify that these must be directly linked to issues of program quality or sustainability

- Section 5.3.1 Internal response: added exception language for the requirement of separate responses from the unit and the Dean for single-department faculties (or equivalent)

- Section 5.3.2 Internal report:

    - Additional requirements for the FAR/IP: Require provision of a rationale for any rejected recommendation(s)

    - Clarified that the Executive Summary is a required element

    - Clarified that it is the approved FAR and IP that must be provided to the unit

- Section 5.4.2 External reporting requirements: new provision for universities to have option to submit an annual report to QC for completed CPRs (*adjusted oversight*). This will occasionally be reviewed by the Quality Council. If issues found, could lead to a Focused Audit by the Audit Committee

- Section 5.5: Use of Accreditation/other reviews: Section now clarifies extent to which substitutions between reviews are permissible

Audit Protocol

- Expanded introduction to more fully explain the role of the audit

- Reframes the audit to include the "helping" role of the auditors

- QA Secretariat and member of the Audit Committee now to provide the university with a pre-audit orientation / briefing

- When audit report finds high to very high degrees of compliance with IQAP, audit report may recommend reduced oversight in one or more areas of university's QA practices (*adjusted oversight*)

- One-year response no longer automatically required (*adjusted oversight*)

- When audit report finds deficiencies in several areas and/or systemic challenges, may recommend increased oversight (*adjusted oversight*). This may include:

    - Increased reporting

    - Focused audit

    - Any other action deemed necessary by QC

- Section 6.2.3 Institutional self-study: audit now begins with a self-study from the university to reflect on current policies/practices which demonstrate its focus on continuous improvement

- Section 6.2.4 Selection of sample of QA activities for audit:

    - (Normally) fewer programs selected for desk audit (normally five vs nine)

    - May also include a small sample of programs in progress with their QA activity, but no documentation required for these. Selection of these in progress programs will be done in consultation with the university

- o Added that Audit Team might also audit the record of substitution/addition compiled for a program subject to both accreditation and cyclical program reviews

- Section 6.2.7 Audit report:

  - o Added "Cause for Concern" to the Audit Report as a category requiring action on the part of the University to mirror the approach for describing "Suggestions" and "Recommendations"

  - o Clarifies what will appear in the report

  - o A summary report is no longer required

  - o Findings related to audited programs now in an addendum to the report that will not be published

- Section 6.2.8 Disposition of audit report:

  - o Reduced fact checking stage from 60 days to 30 days and added wording to allow a university to request an extension should it need longer

  - o Clarified process for what occurs if the Audit Committee has concerns with an Audit Report submitted for its consideration

- Section 6.2.11 Institutional follow-up:

  - o A summary report will no longer be created by the auditors in addressing the sufficiency of the university's Follow-up Response Report (where required)

  - o Clarified language to remove reference to specific timing for any required follow-ups and renamed the "one-year follow-up response" to "Follow-up Response Report"

- Section 6.3 Focused Audit: New "mini audit" option added to closely examine a specific aspect(s) of the university's QA processes/practices arising from a Cause for Concern in the Cyclical Audit, or triggered by the Quality Council if it has other QA concerns of a systemic nature

- Section 6.3.1 Focused Audit Report: Describes what this will include, plus publication requirements, etc.

University of Windsor
Senate

5.1.6: **Bachelor of Engineering Technology (Biomedical Engineering Stream) – Major Program Change (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Bachelor of Engineering Technology (Biomedical Engineering Stream) be approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The Faculty of Engineering is proposing to expand the Bachelor of Engineering Technology (BEngTech) degree completion program to include a stream in Biomedical Engineering.
▪ This major program change has been approved by the Faculty of Engineering Coordinating Council, the Provost, and the Program Development Committee.
▪ *See attached.*

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A. Basic Program Information

Faculty(ies)	Engineering
Department(s)/School(s)	**Mechanical, Automotive & Material Engineering**
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Bachelor of Engineering Technology, Biomedical
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Spring 2022
Mode of Delivery:	On Campus
Planned steady-state Student Enrolment (per section B.4.2)	20 per year
Normal Duration for Completion:	3 semesters
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan
B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; Ministry section 4)

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program. Describe the overall aim and intended impact of the revised program. Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

The Faculty of Engineering is proposing to expand the Bachelor of Engineering Technology (BEngTech) program to include a stream in Biomedical Engineering. This interdisciplinary program will draw courses from the Faculty of Human Kinetics and several engineering programs.

The current BEngTech – General Stream program consistently draws one or two biomedical graduates each year from the 3-year Advanced Diploma program in Biomedical Technology from the college. Meetings over the past two years at St. Clair College have identified biomedical as a high-interest area. Significant student interest in the proposed Biomedical Stream of BEngTech was noted. As with the other BEngTech streams, the appeal of a bachelors degree is a strong incentive to complete an additional year. Students were particularly focussed on having a dedicated stream in the biomedical area to further their college experience. Having a specified program was tied to higher enrollment potential.

This interest in biomedical at the BEngTech level is mirrored at the BASc level, where university fair attendees regularly inquire whether Windsor has a biomedical engineering program. To this end, a faculty hire in the biomedical engineering area has been approved.

The proposed biomedical stream within BEngTech focusses on the particular engineering technology areas of biomechanics/ergonomics, bioinformatics, medical imaging, and biomedical sensors. These are in-demand areas, with a broader appeal beyond biomedical into the mechatronics area. Courses in support of the program already exist in the Faculties of Engineering and Human Kinetics. Mechanical engineering, which already hosts the mechatronics stream in BEng Tech, provides special topics courses to accommodate this new area.

Further Background
The Bachelor of Engineering Technology was approved by the Senate in April 2010. It is a *degree-completion program,* which applies to the target groups meeting the following qualifications:

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- Advanced Diploma in Technology from Ontario CAATs (or an equivalent Canadian Institution)
- Engineering graduates from a Canadian university
- University degree in a scientific or technical subject from a Canadian University.

The entrance requirements for the Biomedical Stream remain the same as for the current programs as noted in Section C1.

B.2 Changes to Program Content (QAF Section 2.1.4)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

Bachelor of Engineering Technology Biomedical Stream:

Biomedical engineering (BME) is an interdisciplinary area that combines engineering and medical fields for healthcare purposes. Biomedical engineering technologists are trained to utilize electronics, mechanics, and computer science to find innovative solutions to improve quality of human's life. The overall biomedical field aims to create new materials, devices, and algorithms for the prevention, diagnosis, and treatment of illnesses. Examples of biomedical achievements include the development of biocompatible materials such as artificial hips, therapeutic devices ranging from clinical equipment to micro-implants, and diagnostic algorithms using MRIs and EKG/ECGs. The continued development of such areas to meet future healthcare demands places biomedical-trained technologists and engineers in high demand.

The Faculty of Engineering is developing a 3-semester biomedical stream based on the Bachelor of Engineering Technology program. The proposed curriculum meets the current requirements of the BEngTech – General Program with an allowance for two courses from the Faculty of Human Kinetics. As with the current general program and mechatronics stream of BEngTech degree, the proposed biomedical stream will require 15 courses. Table 1 provides a semester view of the program; key areas of the program are identified in Table 2.

Table 1. Biomedical Stream Curriculum by Semester

Semester 1 – Fall
KINE-1800 Fundamental Mechanics of Human Motion
KINE 2700 Research Design
GENG 3130 Engineering Economics
GENG-3500 Signals and Systems Analysis
GENG 3300 Applied Engineering Mathematics
Semester 2 – Winter
ELEC-2170 Digital Logic Design 1
GENG-4500 Artificial Intelligence and Machine Learning
INDE 3020 Health, Safety, and Human Factors
MECH 3221 Control Theory
MECH 3224 Engineering Measurements
Semester 3 – Summer
ELEC-4490 Sensor and Vision Systems
MECH 4240 Special Topics in Mechanical Engineering: Biomedical Signal Processing
MECH 4240 Special Topics in Mechanical Engineering: Biomedical Instrumentation and Certification
GENG-4800 Capstone Mechatronics
GENG 4600 Robotics

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Table 2. Biomedical Stream by Key Areas

Field	Required and Elective* Courses
General Engineering	GENG-3130 Engineering Economics GENG-3300, Applied Engineering Mathematics GENG-3500, Signals and Systems Analysis MECH-3221, Control Theory GENG-4600, Introduction to Robotics
Biomedical	INDE 3020 Health, Safety, and Human Factors KINE-1800 Fundamental Mechanics of Human Motion KINE 2700 Research Design
Instrumentation	ELEC-2170 Digital Logic Design 1 GENG-4800 Capstone Mechatronics MECH-3224, Engineering Measurements MECH 4240 Topics in Mechanical Engineering: Biomedical Instrumentation and Certification
Vision Systems	ELEC-4490, Sensor and Vision Systems GENG-4500, Artificial Intelligence and Machine Learning MECH 4240 Special Topics in Mechanical Engineering: Biomedical Signal Processing

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere.

Only two Ontario Universities provide for a seamless integration of college graduates with a 3-Year Advanced Diplomas in Technology: McMaster University and the University of Windsor (Table 3). The BEngTech program, approved by the Senate in April 2010, is a general program, which caters to all advanced diploma holders; it will be maintained in its current form. However, the provincial and national demands for Biomedical Engineering and Technology have provided an opportunity for the University of Windsor to develop a specific Biomedical Stream within the BEngTech program, as has been done already with Mechanical, Civil, and Mechatronics. When launched, the Biomedical Stream would be the first degree-completion program in Ontario to target college graduates in the biomedical area. It further strengthens the Faculty of Engineering's support of college-to-university pathways and builds interdisciplinary cooperation with the Faculty of Human Kinetics.

Table 3. Ontario Degree-Completion Bachelor of Technology / Engineering Technology Programs

University	Degree-Completion Program Streams / Areas
University of Windsor	Biomedical (proposed) Civil General Mechanical Mechatronics
McMaster University	Civil Engineering Infrastructure Technology Power and Energy Engineering Technology Manufacturing Engineering Technology Software Engineering Technology

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25,

35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and additional Resources including disciplinary examples:
- *What process has your department/Faculty used to consider Indigenization?*
- *How have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content by including content in each year of study through a common core course required for all BASc students. This approach affirms the spirit of Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

The Bachelor of Engineering Technology – Biomedical Stream is 3-semester degree completion program. It includes the course GENG 3130 Engineering Economics in its first semester. This course is the designated Year 3 common-course engineering course for the inclusion of a module on indigenous content. The Faculty of Engineering's mandated continuous improvement process includes working with Indigenous resources at the university to review and provide feedback on the indigenous content.

The focus on Indigenous content in the Engineering programs at Windsor is led by the example of Canada's Engineering establishment, which met in 2009 in Montreal to discuss and draft a guiding document for the Engineering Profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which consists of: Engineers Canada; the Association of Canadian Engineering Companies; the Canadian Academy of Engineering; the Canadian Federation of Engineering Students; the Engineering Institute of Canada; and the National Council of Deans of Engineering and Applied Science. This first-ever National Engineering Summit brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues and future projections related to health, the environment, safety and security, global competitiveness and quality of life.

The "Montreal Declaration" document, which resulted from the meeting and still acts as a driver for the profession, specifically addresses Indigenous representation in two specific areas.
- Encourage the greater participation of underrepresented groups such as Aboriginal Peoples in the Engineering profession
- Collaborate with First Nations, Métis and Inuit people in terms of development and economic opportunities across Canada

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In light of the Montreal Declaration, and to ensure exposure to indigenous issues for these 3-semester BEngTech students, the inclusion of the course GENG 3130 at the beginning of the program was included in the initial discussion of the program curriculum.

The learning outcome associated with this teaching module will be used to assess the following Canadian Engineering Accreditation Board Graduate Attribute and Indicator at the Introductory Level:
- Graduate Attribute 10: Ethics and Equity;
- University of Windsor Indicator (c): Identify equity issues within both the engineering profession and Canadian society, with an emphasis on the role of Aboriginal peoples, women, visible minorities, persons with disabilities, and sexual minorities.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; Ministry section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

Currently, there are four pathways to complete the Bachelor of Engineering Technology at the University of Windsor. Depending on the pathway selected, the name of the degree appears as:

Bachelor of Engineering Technology (General)
Bachelor of Engineering Technology (Mechanical)
Bachelor of Engineering Technology (Civil)
Bachelor of Engineering Technology (Mechatronics)

The name of the proposed degree for the new stream will appear as: Bachelor of Engineering Technology (Biomedical)

B.4 DEMAND FOR THE MODIFIED PROGRAM
B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions. Provide Quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.).

Medical technology in Canada has made rapid advancement in recent decades, which has led to a large demand for new and innovative medical technologies to improve prevention, diagnosis, and treatment of illnesses. To help meet the demand, cutting-edge technologies should be leveraged to devise efficient and cost-effective methods in healthcare industry. The BEngTech Biomedical program aims to teach students to apply higher-level engineering technology principles within this healthcare context.

Currently, three colleges in Ontario offer students biomedical-focussed three-year diplomas.
- St. Clair College in Windsor enrolls about 100 students.
- Durham College in Toronto enrolls about 150 students.
- Centennial College in Toronto enrolls about 180 students.

The Faculty of Engineering has organized several information sessions with these colleges and would expect a steady-state enrollment of 20-30 students in the program.

B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

Expected proportion (percentage) of domestic and international students. For graduate programs, identification of undergraduate or master's programs from which students would likely be drawn.

Current and graduated BEngTech students consists almost entirely of domestic students. The majority of these students are from Ontario Colleges. About half of the currently enrolled students are returning to university to complete the program during evenings and weekends as working professionals. The Faculty of Engineering has

recently hired a staff member, who will work with Ontario colleges to develop sustainable enrollment streams, identify new areas, and who will cultivate pathways with promising non-Ontario colleges, particularly those whose students have graduated from Windsor's programs. International enrollment will be pursued within the context current Windsor initiatives and also with an outreach toward internationally trained engineers, who need limited additional training to achieve professional licensure in engineering.

B.4.2   Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

Provide details on projected enrolments for the revised program in the following tables. For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
Bachelor of Engineering Technology (Biomedical)	10	15	20-30	20-30	20-30
In the co-op/experiential learning stream (if applicable)	N/A				
For co-op options: projected number of international students enrolled in the co-op stream	N/A				

Annual projected student intake into the first year of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	*N/A*
Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	*N/A*

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

If this is a new collaborative program with another college/university, or revision to a collaborative program, identify partners and institutional arrangements for reporting eligible enrolments for funding purposes.

N/A.

B.4.4 Evidence of Societal Need for the Revised Program (Ministry section 6)

Describe the tools and methodology used to assess societal need.
Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in,
societal need for graduates of the modified program

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> *Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.*

The Bachelor of Engineering Technology provides a seamless integration of CAAT three-year technology graduates into the university educational system and a pathway to enhance their educational qualifications. The program is launched to comply with the RAE report (report of the former Premier), i.e., 3 semesters at University after 3 years of College.

According to Randstad.ca (11 May 2019), "In Canada, there are a little over 250,000 currently employed engineers. Experts estimate that by 2020, approximately 95,000 of those engineers will reach retirement. With engineering programs churning out approximately 12,000 new engineers each year, there simply isn't enough talent to replace retiring engineers." While not field-specific, this broad statement can be applied to both engineering and engineering technology.

One aspect of the BEngTech programs is that they can be used to fill educational gaps of internationally trained engineers, which are assessed when those engineers apply to register as Professional Engineers (PEng) in Ontario. The Faculty of Engineering has worked in the past with community organizations that focus on the needs of the technically-trained immigrants, and can expand those efforts. The recent Faculty of Engineering staff hire will address this need.

B.4.5 Duplication (Ministry section 7)

> *List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

The Faculty of Engineering has identified no similar degree-completion program focused on the biomedical field in Ontario.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

> *If the revised program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.*

N/A.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

B.5.1 Resources Available
Courses in support of the program already exist within the Faculty of Human Kinetics, the BEngTech Mechatronics Stream, as well as the BASc programs in Electrical, Industrial, and Mechanical Engineering. Additionally, the University has granted a faculty hire in the biomedical area.

B.5.1.1   Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

> *Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please <u>do not</u> name specific individuals in this section.*

The Faulty of Human Kinetics has been approached and has indicated that it can accommodate the expected enrollment in KINE-1800 Fundamental Mechanics of Human Motion and KINE 2700 Research Design.

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Five courses are shared with the BEngTech Mechatronics program.
Electrical, Industrial, and Mechanical Engineering instructors will accommodate the biomedical engineering students in 6 existing courses. Mechanical Engineering will host two special topics courses prior to the hiring of the Biomedical Engineering faculty member in in the Faculty of Engineering.

B.5.1.1a Faculty Members Involved in the Delivery of the Program

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the revised program. Indicate in the table the involvement of each faculty member in the revised and existing program(s) offered by the AAU.

This program will be housed in the Mechanical, Automotive, and Materials Engineering AAU. Faculty from other AAUs will contribute to the teaching in the program. Some category descriptions are not indicative of this interdisciplinary program and have been altered. The faculty members listed below are the ones who have most recently offered the courses indicated by the program curriculum.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the REVISED program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
M. Wang		*Industrial Eng.*	*Industrial Eng.*
Category 2: Tenure-track Professors teaching exclusively in this AAU			
E. Kim		Industrial Eng.	Industrial Eng.
Category 3: Ancillary Academic Staff such as Learning Specialists Positions in this AAU			
S. Alirezaee		BEngTech - General and Mechatronics	BEng Tech – General and Mechatronics
Category 4: Limited-term Appointments teaching exclusively in this AAU			
…			
Category 5: Tenure or tenure-track or LTA professors in other AAUs offering courses for this program			
R. Mucedere		Electrical Eng.	Electrical Eng.
M. Hassanzadeh		Electrical Eng.	Electrical Eng.
J. Wu		Electrical Eng.	Electrical Eng.
N. Azar		Kinesiology	Kinesiology
D. Pincivero		Kinesiology	Kinesiology
Category 6: Sessionals and other non-tenure track faculty			

Sessional/Faculty member prior to the new faculty hire		Engineering	Engineering
Category 7: Others			
New faculty hire		Engineering and BEngTech – Biomedical	Engineering and BEngTech – Biomedical

B.5.1.1b Faculty Expertise Available and Committed to Supporting the Revised Program

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program. Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

The courses for the program Bachelor of Engineering Technology – Biomedical Stream comprise numbered courses offered in the Faculty of Engineering. Engineering faculty members have accommodated BEngTech students alongside the BASc students since the inception of the program. These faculty members have the expertise to support the proposed BEngTech Biomedical Stream as well as the existing accredited BASc programs in engineering.

A number of the courses for the BEngTech – Biomedical Stream are shared with the Mechatronics Stream; these courses are offered only for BEngTech students. Additionally, the two Kinesiology courses in the program are taught by regular instructors in the Faculty of Human Kinetics.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

The steady-state delivery of the revised BEngTech program, has no particular reliance on adjuncts, limited-term, and sessional faculty. As noted, a sessional instructor or regular faculty can be used until the hire in Biomedical Engineering is complete.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

BEngTech students are integrated into the Faculty of Engineering's 1700 undergraduate students, with access to all of the existing student resources. Laboratories are accommodated alongside the Mechatronics labs. The anticipated

enrolment in the revised BEngTech program does not place an undue burden on current resources such as library, space, equipment, and GA/TA loads.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources
 Provide relevant details.

Two courses in the program are taught by the Faculty of Human Kinetics. Discussions with HK have indicated that it will be able to accommodate the expected enrollment in the BEngTech – Biomedical Stream within their current teaching loads.

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

None are anticipated.

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe all opportunities for <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

Because this new program stream draws from existing courses, its addition will not result in any significant reallocation of resources or cost savings.

B.5.1.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

Faculty:	One faculty hire in the biomedical area has already been approved
Staff:	N/A
GA/TAs:	N/A

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

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C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to program-specific admission requirements, selection criteria, credit transfer, arrangements for exemptions or special entry, and alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.

The admissions requirements remain the same as for the current BEngTech – General Program.

- For Canadian Colleges (CAAT or equivalent), Graduating Cumulative Average of 70%.
- For international colleges (equivalent to CAAT's advanced diploma), Graduating Cumulative Average of 80% and minimum English language requirement as per University policy.
- For Canadian University degree holders who are seeking technology designation, 70%.
- For international university degree holders who are seeking technology designation, 80% and minimum English language requirement as per University policy.
- For individuals who have completed the equivalent of three years of an engineering degree from a recognized <u>international institution</u>, cumulative average of 80%, or first class honours, or equivalent; and minimum English language requirements as per University policy.

The 15 courses of the program are considered as the "final year" of the BEngTech degree, given that entering students have already completed a 3-year Advanced diploma.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

The admissions requirements do not change from the existing program. As with the Civil, Mechanical, and Mechatronics Streams, it is expected that applicants have exposure to calculus as part of their college program. Students with a four-year degree in a technical subject in Science may be asked to take additional courses beyond the minimum requirements to meet the prerequisite of specific courses. Up to four courses in their original degree can be counted towards the BEngTech program, if deemed appropriate on a case-by-case basis.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Identify in BOLD and STRIKETHROUGH the changes to program requirements.

Total courses: 15 courses

Degree requirements:

The students in the Biomedical stream are required to take 15 engineering courses according to the following schedule:

Semester 1 – Fall

KINE-1800 Fundamental Mechanics of Human Motion
KINE 2700 Research Design

GENG 3130 Engineering Economics
GENG-3500 Signals and Systems Analysis
Semester 2 – Winter
ELEC-2170 Digital Logic Design 1
GENG-4500 Artificial Intelligence and Machine Learning
INDE 3020 Health, Safety, and Human Factors
MECH 3221 Control Theory
MECH 3224 Engineering Measurements
Semester 3 – Summer
ELEC-4490 Sensor and Vision Systems
MECH 4240 Special Topics in Mechanical Engineering: Biomedical Signal Processing
MECH 4240 Special Topics in Mechanical Engineering: Biomedical Instrumentation and Certification
GENG-4800 Capstone Mechatronics
GENG 4600 Robotics

Courses used to calculate the major average are: All courses taken by the student during this program are included in the student's GPA.

Description of thesis option (if applicable): N/A

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]***:** N/A

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): This program has no experiential learning component.

Guidelines for experiential learning/co-op work term reports: N/A
General length of experiential learning/co-op work term: N/A
Is the completion of the experiential learning/co-op component a requirement of the program? N/A

C.3.2 For All Program Proposals
C.3.2.1 New or Changes to Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program. Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars]. Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

Because the program duration is only 3 semesters, students in the BEngTech programs are reviewed after each semester by the Engineering Academic Standing Committee. CGPA benchmarks remain consistent with existing BASC programs.
- A CGPA of 60% is required to remain in good standing.
- A CGPA less than 60% results in Academic Probation.
- A CGPA less than 55% results in a requirement to withdraw.

C.3.2.2 New or Changes to Standing Required for Graduation

> *Minimum average requirement to graduate in the program.*
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*

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Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

A minimum CGPA of 60% is required for graduation.

C.3.2.3   New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Because this is a new Stream of the BEngTech program, there are no issues associated with program sequencing.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2.1.1, 2.1.3, and 2.1.6)
COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the <u>Characteristics of a University of Windsor Graduate"</u> by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations). For Combined Programs and Concurrent Offerings: The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]
*For programs with an Experiential Learning or Co-op Option**: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
Combine and apply engineering and medicine concepts to improve diseases prevention, diagnosis, and treatment.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
		5. Awareness of Limits of Knowledge
Conduct research in the field of Biomedical engineering technology to recognize new challenges, evaluate previous solutions, and propose innovative solutions to tackle current barriers.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
Design solutions for complex, open-ended engineering technology problems. (also relevant to H) Design systems, components, or processes to meet specified needs while considering the constraints of health and safety risk assessment, legislative/regulatory standards, cultural, societal, economic, and environmental considerations. (also relevant to E and H)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
Outline the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
Summarize and explain complex engineering activities to both the profession and to society at large. (also relevant to D) Demonstrate the ability to produce or deliver written reports, design documentation, effective presentations, as well as the ability to both give and effectively respond to clear instructions. (also relevant to D)	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Work independently and/or collaboratively as a leader or member of diverse teams in multi-disciplinary settings.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
Design solutions for complex, open-ended engineering problems. (also relevant to A, B, and C)	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Iindependently gather, evaluate, and synthesize information from a variety of sources to address gaps in knowledge. (also relevant to B, C, and E)	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.1 Revised Program Structure and Regulations Ensure Learning Outcomes Can be Met

Describe how the revised program's structure and regulations ensure that the specified learning outcomes can be met by successful students.

The proposed changes focus on one specific area, but do not alter the learning outcomes of the program.

C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

For programs with a proposed experiential learning or co-op component: *describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.*

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

The program is designed for in-class instruction and laboratories. Courses have been taught online during covid.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this revised program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time *per week* the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	Three hours
Tutorials	Two hours
Practical experience	
Service or experiential learning	
Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments	Two hours

(essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	One hour
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU:	
This workload is per course is the same as for BASc and Honours Certificate Students**.**	

D.   MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

A mix of assignments, testing, projects, reports, and group presentations can be used to assess learning outcomes. These methods all remain available with the addition of the Biomedical Stream.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the new or revised stated learning outcomes and degree level expectations.

Learning outcomes are assessed as part of each undergraduate class offered by the Faculty of Engineering per agreement of all three of its AAUs.

E.   NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
N/A

University of Windsor
Senate

5.2.1:   **2022-2023 Operating Budget Proposal**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

The 2022-2023 Operating Budget Proposal includes the:
a.   Proposed Tuition and Compulsory Ancillary Fees (S220408-5.2.1a)
b.   Proposed Operating Budget (S220408-5.2.1b)

Note:
- Compulsory Ancillary fees have been approved by the Ancillary Fee Board.
- On March 22, 2022, the Ministry of Colleges and Universities confirmed a continuation of a domestic (Ontario) tuition freeze during the 2022/23 academic year but have allowed out of province tuition increases up to 5%.
- Administration is recommending a 5% increase for all undergraduate out of province student tuition rates.
- International tuition rate increases are consistent with the International Student Tuition Guarantee (ITG), are based on recommendations from the Tuition and Financial Aid Steering Committee, and have been reviewed with all Faculty Deans and student leaders.
- Administration is recommending a reduction of the U.S. Good Neighbour rate to match the average in-State tuition charged by publicly-funded Michigan institutions.

See attached.

2022/23 Tuition and Ancillary Fee Schedule

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Business	1st year	4,381.85	4,381.85	0.00	0.0%
Business	2nd year	4,340.15	4,340.15	0.00	0.0%
Business	3rd year	4,298.80	4,298.80	0.00	0.0%
Business	4th year	4,298.80	4,298.80	0.00	0.0%
Computer Science	1st year	4,512.15	4,512.15	0.00	0.0%
Computer Science	2nd year	4,469.15	4,469.15	0.00	0.0%
Computer Science	3rd year	4,426.60	4,426.60	0.00	0.0%
Computer Science	4th year	4,426.60	4,426.60	0.00	0.0%
Education	1st year	3,410.70	3,410.70	0.00	0.0%
Education	2nd year	3,410.70	3,410.70	0.00	0.0%
Concurrent Education programs	1st year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	2nd year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	3rd year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	4th year	3,054.05	3,054.05	0.00	0.0%
Engineering	1st year	4,754.70	4,754.70	0.00	0.0%
Engineering	2nd year	4,709.40	4,709.40	0.00	0.0%
Engineering	3rd year	4,664.55	4,664.55	0.00	0.0%
Engineering	4th year	4,664.55	4,664.55	0.00	0.0%
Human Kinetics	1st year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	2nd year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	3rd year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	4th year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	1st year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	2nd year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	3rd year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	4th year	2,985.95	2,985.95	0.00	0.0%
Social Work	1st year	2,985.95	2,985.95	0.00	0.0%
Social Work	2nd year	2,985.95	2,985.95	0.00	0.0%
Social Work	3rd year	2,985.95	2,985.95	0.00	0.0%
Social Work	4th year	2,985.95	2,985.95	0.00	0.0%
Other	1st year	2,899.90	2,899.90	0.00	0.0%
Other	2nd year	2,899.90	2,899.90	0.00	0.0%
Other	3rd year	2,899.90	2,899.90	0.00	0.0%
Other	4th year	2,899.90	2,899.90	0.00	0.0%
Law	1st year	8,778.15	8,778.15	0.00	0.0%
Law	2nd year	8,694.50	8,694.50	0.00	0.0%
Law	3rd year	8,611.70	8,611.70	0.00	0.0%
Dual JD	1st year	8,778.15	8,778.15	0.00	0.0%
Dual JD	2nd year	8,360.10	8,360.10	0.00	0.0%
Dual JD	3rd year	7,962.05	7,962.05	0.00	0.0%

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC		2022/23 PER COURSE (PROPOSED)	2021/22 PER COURSE (APPROVED)	$ INCREASE	% INCREASE
PART TIME					
Business	1st year	876.37	876.37	0.00	0.0%
Business	2nd year	868.03	868.03	0.00	0.0%
Business	3rd year	859.76	859.76	0.00	0.0%
Business	4th year	859.76	859.76	0.00	0.0%
Computer Science	1st year	902.43	902.43	0.00	0.0%
Computer Science	2nd year	893.83	893.83	0.00	0.0%
Computer Science	3rd year	885.32	885.32	0.00	0.0%
Computer Science	4th year	885.32	885.32	0.00	0.0%
Concurrent Education programs	1st year	610.81	610.81	0.00	0.0%
Concurrent Education programs	2nd year	610.81	610.81	0.00	0.0%
Concurrent Education programs	3rd year	610.81	610.81	0.00	0.0%
Concurrent Education programs	4th year	610.81	610.81	0.00	0.0%
Engineering	1st year	950.94	950.94	0.00	0.0%
Engineering	2nd year	941.88	941.88	0.00	0.0%
Engineering	3rd year	932.91	932.91	0.00	0.0%
Engineering	4th year	932.91	932.91	0.00	0.0%
Human Kinetics	1st year	597.19	597.19	0.00	0.0%
Human Kinetics	2nd year	597.19	597.19	0.00	0.0%
Human Kinetics	3rd year	597.19	597.19	0.00	0.0%
Human Kinetics	4th year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	1st year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	2nd year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	3rd year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	4th year	597.19	597.19	0.00	0.0%
Social Work	1st year	597.19	597.19	0.00	0.0%
Social Work	2nd year	597.19	597.19	0.00	0.0%
Social Work	3rd year	597.19	597.19	0.00	0.0%
Social Work	4th year	597.19	597.19	0.00	0.0%
Other	1st year	579.98	579.98	0.00	0.0%
Other	2nd year	579.98	579.98	0.00	0.0%
Other	3rd year	579.98	579.98	0.00	0.0%
Other	4th year	579.98	579.98	0.00	0.0%
Law - Part Time	1st year	4,389.08	4,389.08	0.00	0.0%
Law - Part Time	2nd year	4,347.25	4,347.25	0.00	0.0%
Law - Part Time	3rd year	4,305.85	4,305.85	0.00	0.0%

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Business	1st year	4,600.90	4,381.85	219.05	5.0%
Business	2nd year	4,557.15	4,340.15	217.00	5.0%
Business	3rd year	4,513.70	4,298.80	214.90	5.0%
Business	4th year	4,513.70	4,298.80	214.90	5.0%
Computer Science	1st year	4,737.75	4,512.15	225.60	5.0%
Computer Science	2nd year	4,692.60	4,469.15	223.45	5.0%
Computer Science	3rd year	4,647.90	4,426.60	221.30	5.0%
Computer Science	4th year	4,647.90	4,426.60	221.30	5.0%
Education	1st year	3,581.20	3,410.70	170.50	5.0%
Education	2nd year	3,581.20	3,410.70	170.50	5.0%
Concurrent Education programs	1st year	3,206.75	3,054.05	152.70	5.0%
Concurrent Education programs	2nd year	3,206.75	3,054.05	152.70	5.0%
Concurrent Education programs	3rd year	3,206.75	3,054.05	152.70	5.0%
Concurrent Education programs	4th year	3,206.75	3,054.05	152.70	5.0%
Engineering	1st year	4,992.40	4,754.70	237.70	5.0%
Engineering	2nd year	4,944.85	4,709.40	235.45	5.0%
Engineering	3rd year	4,897.75	4,664.55	233.20	5.0%
Engineering	4th year	4,897.75	4,664.55	233.20	5.0%
Human Kinetics	1st year	3,135.20	2,985.95	149.25	5.0%
Human Kinetics	2nd year	3,135.20	2,985.95	149.25	5.0%
Human Kinetics	3rd year	3,135.20	2,985.95	149.25	5.0%
Human Kinetics	4th year	3,135.20	2,985.95	149.25	5.0%
Science (excl. Computer Science)	1st year	3,135.20	2,985.95	149.25	5.0%
Science (excl. Computer Science)	2nd year	3,135.20	2,985.95	149.25	5.0%
Science (excl. Computer Science)	3rd year	3,135.20	2,985.95	149.25	5.0%
Science (excl. Computer Science)	4th year	3,135.20	2,985.95	149.25	5.0%
Social Work	1st year	3,135.20	2,985.95	149.25	5.0%
Social Work	2nd year	3,135.20	2,985.95	149.25	5.0%
Social Work	3rd year	3,135.20	2,985.95	149.25	5.0%
Social Work	4th year	3,135.20	2,985.95	149.25	5.0%
Other	1st year	3,044.85	2,899.90	144.95	5.0%
Other	2nd year	3,044.85	2,899.90	144.95	5.0%
Other	3rd year	3,044.85	2,899.90	144.95	5.0%
Other	4th year	3,044.85	2,899.90	144.95	5.0%
Law	1st year	9,217.05	8,778.15	438.90	5.0%
Law	2nd year	9,129.20	8,694.50	434.70	5.0%
Law	3rd year	9,042.25	8,611.70	430.55	5.0%
Dual JD	1st year	9,217.05	8,778.15	438.90	5.0%
Dual JD	2nd year	8,778.10	8,360.10	418.00	5.0%
Dual JD	3rd year	8,360.15	7,962.05	398.10	5.0%

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2022/23 PER COURSE (PROPOSED)	2021/22 PER COURSE (APPROVED)	$ INCREASE	% INCREASE
PART TIME					
Business	1st year	920.18	876.37	43.81	5.0%
Business	2nd year	911.43	868.03	43.40	5.0%
Business	3rd year	902.74	859.76	42.98	5.0%
Business	4th year	902.74	859.76	42.98	5.0%
Computer Science	1st year	947.55	902.43	45.12	5.0%
Computer Science	2nd year	938.52	893.83	44.69	5.0%
Computer Science	3rd year	929.58	885.32	44.26	5.0%
Computer Science	4th year	929.58	885.32	44.26	5.0%
Concurrent Education programs	1st year	641.35	610.81	30.54	5.0%
Concurrent Education programs	2nd year	641.35	610.81	30.54	5.0%
Concurrent Education programs	3rd year	641.35	610.81	30.54	5.0%
Concurrent Education programs	4th year	641.35	610.81	30.54	5.0%
Engineering	1st year	998.48	950.94	47.54	5.0%
Engineering	2nd year	988.97	941.88	47.09	5.0%
Engineering	3rd year	979.55	932.91	46.64	5.0%
Engineering	4th year	979.55	932.91	46.64	5.0%
Human Kinetics	1st year	627.04	597.19	29.85	5.0%
Human Kinetics	2nd year	627.04	597.19	29.85	5.0%
Human Kinetics	3rd year	627.04	597.19	29.85	5.0%
Human Kinetics	4th year	627.04	597.19	29.85	5.0%
Science (excl. Computer Science)	1st year	627.04	597.19	29.85	5.0%
Science (excl. Computer Science)	2nd year	627.04	597.19	29.85	5.0%
Science (excl. Computer Science)	3rd year	627.04	597.19	29.85	5.0%
Science (excl. Computer Science)	4th year	627.04	597.19	29.85	5.0%
Social Work	1st year	627.04	597.19	29.85	5.0%
Social Work	2nd year	627.04	597.19	29.85	5.0%
Social Work	3rd year	627.04	597.19	29.85	5.0%
Social Work	4th year	627.04	597.19	29.85	5.0%
Other	1st year	608.97	579.98	28.99	5.0%
Other	2nd year	608.97	579.98	28.99	5.0%
Other	3rd year	608.97	579.98	28.99	5.0%
Other	4th year	608.97	579.98	28.99	5.0%
Law - Part Time	1st year	4,608.53	4,389.08	219.45	5.0%
Law - Part Time	2nd year	4,564.60	4,347.25	217.35	5.0%
Law - Part Time	3rd year	4,521.13	4,305.85	215.28	5.0%

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Business	Cohort 2022-23 [15]	17,170.00	16,200.00	970.00	6.0%
Business	Cohort 2021-22 [1]	16,200.00	16,200.00	0.00	0.0%
Business	3rd year	15,000.00	15,000.00	0.00	0.0%
Business	4th year	14,335.00	14,335.00	0.00	0.0%
Education, Engineering & Nursing	Cohort 2022-23 [15]	19,460.00	18,360.00	1,100.00	6.0%
Education, Engineering & Nursing	Cohort 2021-22 [1]	18,360.00	18,360.00	0.00	0.0%
Education, Engineering & Nursing	3rd year	17,000.00	17,000.00	0.00	0.0%
Education, Engineering & Nursing	4th year	15,925.00	15,925.00	0.00	0.0%
Computer Science	Cohort 2022-23 [15]	17,745.00	16,740.00	1,005.00	6.0%
Computer Science	Cohort 2021-22 [1]	16,740.00	16,740.00	0.00	0.0%
Computer Science	3rd year	15,500.00	15,500.00	0.00	0.0%
Computer Science	4th year	14,045.00	14,045.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2022-23 [15]	16,530.00	15,595.00	935.00	6.0%
Science (excl. Computer Science)	Cohort 2021-22 [1]	15,595.00	15,595.00	0.00	0.0%
Science (excl. Computer Science)	3rd year	14,440.00	14,440.00	0.00	0.0%
Science (excl. Computer Science)	4th year	13,780.00	13,780.00	0.00	0.0%
Other	Cohort 2022-23 [15]	15,100.00	14,660.00	440.00	3.0%
Other	Cohort 2021-22 [1]	14,660.00	14,660.00	0.00	0.0%
Other	3rd year	13,575.00	13,575.00	0.00	0.0%
Other	4th year	12,955.00	12,955.00	0.00	0.0%
Law	Cohort 2022-23 [15]	24,615.00	23,220.00	1,395.00	6.0%
Law	Cohort 2021-22 [1]	23,220.00	23,220.00	0.00	0.0%
Law	3rd year	21,500.00	21,500.00	0.00	0.0%
Dual JD	Cohort 2022-23 [15]	12,895.00	12,165.00	730.00	6.0%
Dual JD	Cohort 2021-22 [1]	12,165.00	12,165.00	0.00	0.0%
Dual JD	3rd year	11,265.00	11,265.00	0.00	0.0%

[1] Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

[15] Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2022/23 PER COURSE (PROPOSED)	2021/22 PER COURSE (APPROVED)	$ INCREASE	% INCREASE
PART TIME					
Business	Cohort 2022-23 [15]	3,434.00	3,240.00	194.00	6.0%
Business	Cohort 2021-22 [1]	3,240.00	3,240.00	0.00	0.0%
Business	3rd year	3,000.00	3,000.00	0.00	0.0%
Business	4th year	2,867.00	2,867.00	0.00	0.0%
Engineering, Education, Nursing	Cohort 2022-23 [15]	3,892.00	3,672.00	220.00	6.0%
Engineering, Education, Nursing	Cohort 2021-22 [1]	3,672.00	3,672.00	0.00	0.0%
Engineering, Education, Nursing	3rd year	3,400.00	3,400.00	0.00	0.0%
Engineering, Education, Nursing	4th year	3,185.00	3,185.00	0.00	0.0%
Computer Science	Cohort 2022-23 [15]	3,549.00	3,348.00	201.00	6.0%
Computer Science	Cohort 2021-22 [1]	3,348.00	3,348.00	0.00	0.0%
Computer Science	3rd year	3,100.00	3,100.00	0.00	0.0%
Computer Science	4th year	2,809.00	2,809.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2022-23 [15]	3,306.00	3,119.00	187.00	6.0%
Science (excl. Computer Science)	Cohort 2021-22 [1]	3,119.00	3,119.00	0.00	0.0%
Science (excl. Computer Science)	3rd year	2,888.00	2,888.00	0.00	0.0%
Science (excl. Computer Science)	4th year	2,756.00	2,756.00	0.00	0.0%
Other	Cohort 2022-23 [15]	3,020.00	2,932.00	88.00	3.0%
Other	Cohort 2021-22 [1]	2,932.00	2,932.00	0.00	0.0%
Other	3rd year	2,715.00	2,715.00	0.00	0.0%
Other	4th year	2,591.00	2,591.00	0.00	0.0%
Law - Part Time	Cohort 2022-23 [15]	12,307.50	11,610.00	697.50	6.0%
Law - Part Time	Cohort 2021-22 [1]	11,610.00	11,610.00	0.00	0.0%
Law - Part Time	3rd year	10,750.00	10,750.00	0.00	0.0%

[1] Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

[15] Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

2022/23 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR - FULL TIME		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
US Neighbour Fee -First Entry Programs	1st year	7,300.00	9,800.00	-2,500.00	-25.5%
US Neighbour Fee -First Entry Programs	2nd year	7,300.00	9,800.00	-2,500.00	-25.5%
US Neighbour Fee -First Entry Programs	3rd year	7,300.00	9,800.00	-2,500.00	-25.5%
US Neighbour Fee -First Entry Programs	4th year	7,300.00	8,990.00	-1,690.00	-18.8%
US Neighbour Fee -Dual JD	1st year	9,800.00	9,800.00	0.00	0.0%
US Neighbour Fee -Dual JD	2nd year	9,800.00	9,800.00	0.00	0.0%
US Neighbour Fee -Education	1st year	9,800.00	9,800.00	0.00	0.0%
US Neighbour Fee -Education	2nd year	9,800.00	9,800.00	0.00	0.0%

UNDERGRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR - PART TIME		2022/23 PER COURSE (PROPOSED)	2021/22 PER COURSE (APPROVED)	$ INCREASE	% INCREASE
PART TIME					
US Neighbour Fee -First Entry Programs	1st year	1,460.00	1,960.00	-500.00	-25.5%
US Neighbour Fee -First Entry Programs	2nd year	1,460.00	1,960.00	-500.00	-25.5%
US Neighbour Fee -First Entry Programs	3rd year	1,460.00	1,960.00	-500.00	-25.5%
US Neighbour Fee -First Entry Programs	4th year	1,460.00	1,798.00	-338.00	-18.8%

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate & PhD	1st year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	2nd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	3rd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	4th year & beyond	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD -Social Work	1st year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	2nd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	3rd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	4th year & beyond	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Economics	1st year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	2nd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	3rd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	4th year & beyond	2,795.35	2,795.35	0.00	0.0%
PART TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate & PhD - Part Time	1st year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	2nd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	3rd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	4th year & beyond	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	1st year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	2nd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	3rd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	4th year & beyond	1,540.88	1,540.88	0.00	0.0%

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
DOMESTIC GRADUATE - COHORT BASED MASTERS					
Government Regulated Programs					
Master of Applied Economics and Policy	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Applied Economics and Policy	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Business Administration (4 semester assessment)	1st year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration (4 semester assessment)	2nd year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	1st year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	2nd year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration for Managers and Professionals [3]	1st year	5,250.00	5,250.00	0.00	0.0%
Master of Business Administration for Managers and Professionals [3]	2nd year	5,250.00	5,250.00	0.00	0.0%
Master of Engineering Management	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering Management	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	3rd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	4th year & beyond	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Part Time	1st year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	2nd year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	3rd year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	4th year & beyond	1,397.68	1,397.68	0.00	0.0%
Unregulated Programs					
Master of Actuarial Sciences [2][4]	1st year	8,500.00	8,312.50	187.50	2.3%
Master of Actuarial Sciences [2][4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Applied Computing [2][4]	1st year	8,700.00	8,312.50	387.50	4.7%
Master of Applied Computing [2][4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Management [2][4]	1st year	9,800.00	9,375.00	425.00	4.5%
Master of Management [2][4]	2nd year	9,375.00	9,375.00	0.00	0.0%
Master of Medical Biotechnology [2][4]	1st year	8,700.00	8,312.50	387.50	4.7%
Master of Medical Biotechnology [2][4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Materials Chemistry and Engineering (NEW May 2022) [2]	1st year	8,000.00	n/a	NEW	NEW
Master of Science in Translational Science (NEW May 2022) [16][17]	1st year	6,666.67	n/a	NEW	NEW

[2] Charged per semester over 4 semesters

[3] Charged per semester over 6 semesters

[4] All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.
The per course fee will be determined by dividing the program fee by the number of required courses.

[16] Charged per semester over 3 semesters

[17] Program is awaiting final approvals from MCU.
Should MCU require a different tuition rate to be charged, rates assessed to students will be adjusted retrospectively as necessary.

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate & PhD	1st year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	2nd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	3rd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD	4th year & beyond	2,393.10	2,393.10	0.00	0.0%
Master's Candidate & PhD -Social Work	1st year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	2nd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	3rd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate & PhD -Social Work	4th year & beyond	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Economics	1st year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	2nd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	3rd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	4th year & beyond	2,795.35	2,795.35	0.00	0.0%
PART TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate & PhD - Part Time	1st year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	2nd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	3rd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD - Part Time	4th year & beyond	1,196.55	1,196.55	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	1st year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	2nd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	3rd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate & PhD -Social Work - Part Time	4th year & beyond	1,540.88	1,540.88	0.00	0.0%

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
DOMESTIC GRADUATE - COHORT BASED MASTERS					
Government Regulated Programs					
Master of Applied Economics and Policy	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Applied Economics and Policy	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Business Administration (4 semester assessment)	1st year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration (4 semester assessment)	2nd year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	1st year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	2nd year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration for Managers and Professionals [3]	1st year	5,250.00	5,250.00	0.00	0.0%
Master of Business Administration for Managers and Professionals [3]	2nd year	5,250.00	5,250.00	0.00	0.0%
Master of Engineering Management	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering Management	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	3rd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Full Time	4th year & beyond	2,795.35	2,795.35	0.00	0.0%
Master of Engineering -Part Time	1st year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	2nd year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	3rd year	1,397.68	1,397.68	0.00	0.0%
Master of Engineering -Part Time	4th year & beyond	1,397.68	1,397.68	0.00	0.0%
Unregulated Programs					
Master of Actuarial Sciences [2,4]	1st year	8,500.00	8,312.50	187.50	2.3%
Master of Actuarial Sciences [2,4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Applied Computing [2,4]	1st year	8,700.00	8,312.50	387.50	4.7%
Master of Applied Computing [2,4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Management [2,4]	1st year	9,800.00	9,375.00	425.00	4.5%
Master of Management [2,4]	2nd year	9,375.00	9,375.00	0.00	0.0%
Master of Medical Biotechnology [2,4]	1st year	8,700.00	8,312.50	387.50	4.7%
Master of Medical Biotechnology [2,4]	2nd year	8,312.50	8,312.50	0.00	0.0%
Master of Materials Chemistry and Engineering (NEW May 2022) [2]	1st year	8,000.00	n/a	NEW	NEW
Master of Science in Translational Science (NEW May 2022) [16,17]	1st year	6,666.67	n/a	NEW	NEW

[2] Charged per semester over 4 semesters

[3] Charged per semester over 6 semesters

[4] All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.
The per course fee will be determined by dividing the program fee by the number of required courses.

[16] Charged per semester over 3 semesters

[17] Program is awaiting final approvals from MCU.
Should MCU require a different tuition rate to be charged, rates assessed to students will be adjusted retrospectively as necessary.

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - INTERNATIONAL		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
FULL TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate &PhD	Cohort 2022-23 [15]	7,665.00	7,665.00	0.00	0.0%
Master's Candidate &PhD [5]	Cohort 2021-22 [1]	7,665.00	7,665.00	0.00	0.0%
Master's Candidate &PhD [5]	3rd year	7,665.00	7,665.00	0.00	0.0%
Master's Candidate &PhD [5]	4th year & beyond	7,665.00	7,665.00	0.00	0.0%
Master's Candidate & PhD -Economics	Cohort 2022-23 [15]	8,085.00	8,085.00	0.00	0.0%
Master's Candidate & PhD -Economics	Cohort 2021-22 [1]	8,085.00	8,085.00	0.00	0.0%
Master's Candidate & PhD -Economics	3rd year	8,085.00	8,085.00	0.00	0.0%
Master's Candidate & PhD -Economics	4th year & beyond	8,085.00	8,085.00	0.00	0.0%
Master's Candidate & PhD -Computer Science	Cohort 2022-23 [15]	8,120.00	8,120.00	0.00	0.0%
Master's Candidate & PhD -Computer Science	Cohort 2021-22 [1]	8,120.00	8,120.00	0.00	0.0%
Master's Candidate & PhD -Computer Science	3rd year	8,120.00	8,120.00	0.00	0.0%
Master's Candidate & PhD -Computer Science	4th year & beyond	8,120.00	8,120.00	0.00	0.0%
Master's Candidate & PhD -Education [5]	Cohort 2022-23 [15]	8,430.00	8,430.00	0.00	0.0%
Master's Candidate & PhD -Education [5]	Cohort 2021-22 [1]	8,430.00	8,430.00	0.00	0.0%
PART TIME					
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate & PhD - Part Time	Cohort 2022-23 [15]	3,832.50	3,832.50	0.00	0.0%
Master's Candidate & PhD - Part Time	Cohort 2021-22 [1]	3,832.50	3,832.50	0.00	0.0%
Master's Candidate & PhD - Part Time	3rd year	3,832.50	3,832.50	0.00	0.0%
Master's Candidate & PhD - Part Time	4th year & beyond	3,832.50	3,832.50	0.00	0.0%
Master's Candidate & PhD -Economics - Part Time	Cohort 2022-23 [15]	4,042.50	4,042.50	0.00	0.0%
Master's Candidate & PhD -Economics - Part Time	Cohort 2021-22 [1]	4,042.50	4,042.50	0.00	0.0%
Master's Candidate & PhD -Economics - Part Time	3rd year	4,042.50	4,042.50	0.00	0.0%
Master's Candidate & PhD -Economics - Part Time	4th year & beyond	4,042.50	4,042.50	0.00	0.0%
Master's Candidate & PhD -Computer Science - Part Time	Cohort 2022-23 [15]	4,060.00	4,060.00	0.00	0.0%
Master's Candidate & PhD -Computer Science - Part Time	Cohort 2021-22 [1]	4,060.00	4,060.00	0.00	0.0%
Master's Candidate & PhD -Computer Science - Part Time	3rd year	4,060.00	4,060.00	0.00	0.0%
Master's Candidate & PhD -Computer Science - Part Time	4th year & beyond	4,060.00	4,060.00	0.00	0.0%
GRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR [12]					
FULL TIME					
US Neighbour Fee Masters & PhD	1st year	6,100.00	6,100.00	0.00	0.0%
US Neighbour Fee Masters & PhD	2nd year	6,100.00	6,100.00	0.00	0.0%
PART TIME					
US Neighbour Fee Masters & PhD	1st year	3,050.00	3,050.00	0.00	0.0%
US Neighbour Fee Masters & PhD	2nd year	3,050.00	3,050.00	0.00	0.0%

[1] Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

[5] The Master of Education program, previously offered as two separate degree programs (one cohort-based and exclusively for international students and one for any student with options for either research-based or course-based studies), has been merged into a single M.Ed. program (pending senate approval). All students continuing in either stream have been grandfathered into their tuition rate.

[12] List of applicable programs can be found at www.uwindsor.ca/finance/788/fees-and-charges

[15] Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

2022/23 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

INTERNATIONAL GRADUATE - COHORT BASED MASTERS		2022/23 PER SEMESTER (PROPOSED)	2021/22 PER SEMESTER (APPROVED)	$ INCREASE	% INCREASE
Master of Applied Economics and Policy [2][4]	Cohort 2022-23 [15]	8,250.00	8,062.50	187.50	2.3%
Master of Applied Economics and Policy [2][4]	Cohort 2021-22 [1]	8,062.50	8,062.50	0.00	0.0%
Master of Business Administration (4 semester assessment)	Cohort 2022-23 [15]	11,100.00	10,120.00	980.00	9.7%
Master of Business Administration (4 semester assessment)	Cohort 2021-22 [1]	10,120.00	10,120.00	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	Cohort 2022-23 [15]	15,700.00	14,305.00	1,395.00	9.8%
Master of Business Administration -Accounting (3 semester assessment)	Cohort 2021-22 [1]	14,305.00	14,305.00	0.00	0.0%
Master of Business Administration for Managers and Professionals [3]	Cohort 2022-23 [15]	11,100.00	10,125.00	975.00	9.6%
Master of Business Administration for Managers and Professionals [3]	Cohort 2021-22 [1]	10,125.00	10,125.00	0.00	0.0%
Master of Engineering Management	Cohort 2022-23 [15]	8,000.00	7,665.00	335.00	4.4%
Master of Engineering Management	Cohort 2021-22 [1]	7,665.00	7,665.00	0.00	0.0%
Master of Engineering (charged per course -8 courses)	Cohort 2022-23 [15]	4,800.00	4,625.00	175.00	3.8%
Master of Engineering (charged per course -8 courses)	Cohort 2021-22 [1]	4,625.00	4,625.00	0.00	0.0%
Master of Actuarial Sciences [2][4]	Cohort 2022-23 [15]	8,500.00	8,312.50	187.50	2.3%
Master of Actuarial Sciences [2][4]	Cohort 2021-22 [1]	8,312.50	8,312.50	0.00	0.0%
Master of Applied Computing [2][4]	Cohort 2022-23 [15]	8,700.00	8,312.50	387.50	4.7%
Master of Applied Computing [2][4]	Cohort 2021-22 [1]	8,312.50	8,312.50	0.00	0.0%
Master of Management [2][4]	Cohort 2022-23 [15]	9,800.00	9,375.00	425.00	4.5%
Master of Management [2][4]	Cohort 2021-22 [1]	9,375.00	9,375.00	0.00	0.0%
Master of Medical Biotechnology [2][4]	Cohort 2022-23 [15]	8,700.00	8,312.50	387.50	4.7%
Master of Medical Biotechnology [2][4]	Cohort 2021-22 [1]	8,312.50	8,312.50	0.00	0.0%
Master of Materials Chemistry and Engineering (NEW May 2022) [2]	Cohort 2022-23 [15]	8,000.00	n/a	NEW	NEW
Master of Science in Translational Science (NEW May 2022) [16]	Cohort 2022-23 [15]	8,000.00	n/a	NEW	NEW

[1] Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

[2] Charged per semester over 4 semesters

[3] Charged per semester over 6 semesters

[4] All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.
    The per course fee will be determined by dividing the program fee by the number of required courses.

[5] The Master of Education program, previously offered as two separate degree programs (one cohort-based and exclusively for international students and one for any student with options for either research-based or course-based studies), has been merged into a single M.Ed. program (pending senate approval). All students continuing in either stream have been grandfathered into their tuition rate.

[15] Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

[16] Charged per semester over 3 semesters

2022/23 Compulsory Ancillary Fees

	2022/23 RATES (PROPOSED)	2021/22 RATES (APPROVED)	$ INCREASE	% INCREASE
Cooperative Education Fee [6]				
Domestic	455.00	455.00	0.00	0.0%
International	565.00	565.00	0.00	0.0%
Student Association Fees				
UWSA - Operating Fee [7]	33.13	32.04	1.09	3.4%
UWSA - Other Fees [7]	25.65	25.65	0.00	0.0%
UWSA - Third Party Fees [7]	26.71	26.41	0.30	1.1%
UWSA - Transit Windsor UPass Administration Fee [14]	2.50	2.50	0.00	0.0%
UWSA - Drug and Dental Plan [8]	293.72	293.72	0.00	0.0%
OPUS - Awards and Bursaries [7]	9.57	9.26	0.31	3.3%
OPUS - Social Events and Workshops [7]	11.08	10.72	0.36	3.4%
OPUS - Part Time Student Service [7]	10.61	10.26	0.35	3.4%
OPUS - CFS - Third Party [7]	5.27	5.10	0.17	3.3%
OPUS - Student Support Program [7]	2.08	2.01	0.07	3.5%
OPUS - Benefits Plan [8]	340.97	340.97	0.00	0.0%
GSS - Capital Fee [7]	6.65	6.43	0.22	3.4%
GSS - Operations Fee [7]	6.64	6.42	0.22	3.4%
GSS - Student Advocate Fee [7]	2.68	2.59	0.09	3.5%
GSS - Opportunity Fee (Full-Time) [7]	16.13	15.60	0.53	3.4%
GSS - Opportunity Fee (Part-Time) [7]	14.27	13.80	0.47	3.4%
GSS - OPRIG Fee (Full-Time) [7]	2.00	2.00	0.00	0.0%
GSS - OPRIG Fee (Part-Time) [7]	1.00	1.00	0.00	0.0%
GSS - CFS (Winter & Fall Full-Time) [7]	9.09	8.79	0.30	3.4%
GSS - CFS (Winter & Fall Part-Time) [7]	5.25	5.08	0.17	3.3%
GSS -Transit Windsor UPass Administration Fee [14]	2.50	2.50	0.00	0.0%
GSS - Supplemental Benefits Plan (12 Month Fee) [8]	524.62	524.62	0.00	0.0%
GSS - Supplemental Benefits Plan (16 Month Fee) [9]	693.49	693.49	0.00	0.0%
GSS - Supplemental Benefits Plan Administration Fee [8]	9.00	9.00	0.00	0.0%
Transit Windsor UPass [7]	75.39	68.67	6.72	9.8%
Student Society Fees [7]				
Commerce (Business)	50.00	50.00	0.00	0.0%
Computer Science	20.00	20.00	0.00	0.0%
Dramatic Arts	5.00	5.00	0.00	0.0%
Education	2.25	2.25	0.00	0.0%
Engineering	20.00	20.00	0.00	0.0%
Human Kinetics	5.00	5.00	0.00	0.0%
International Student (full time students only)	3.50	3.50	0.00	0.0%
Law	12.50	12.50	0.00	0.0%
Creative Arts	5.00	5.00	0.00	0.0%
Nursing	15.00	15.00	0.00	0.0%
Science	10.00	10.00	0.00	0.0%
Social Science	2.50	2.50	0.00	0.0%
Social Work	5.00	5.00	0.00	0.0%
Law -Part Time	12.50	12.50	0.00	0.0%
Nursing -Part Time	10.00	10.00	0.00	0.0%
M.B.A.	24.66	24.66	0.00	0.0%
Graduate Nursing	15.00	15.00	0.00	0.0%
M.B.A. -Part Time	12.33	12.33	0.00	0.0%
Graduate Nursing -Part Time	10.00	10.00	0.00	0.0%
Capital Fees [7]				
Lancer Sports and Recreation Centre Fee (max of two semester assessments per year) [10]	62.50	62.50	0.00	0.0%
Sports and Recreation Capital Fee -Undergraduate (maximum of two semester assessments per year)	20.64	19.96	0.68	3.4%
Sports and Recreation Capital Fee -Graduate (maximum of two semester assessments per year)	15.87	15.35	0.52	3.4%

2022/23 Compulsory Ancillary Fees

	2022/23 RATES (PROPOSED)	2021/22 RATES (APPROVED)	$ INCREASE	% INCREASE
Other Ancillary Fees [7]				
Student Wellness Fee -Full Time	34.25	33.12	1.12	3.4%
Student Wellness Fee -Part Time	15.56	15.05	0.51	3.4%
Athletics and Recreation Fee -Full Time	110.86	103.72	7.14	6.9%
Athletics and Recreation Fee -Part Time	45.63	42.38	3.25	7.7%
CAW Student Centre Operating - Full time	59.35	57.40	1.95	3.4%
CAW Student Centre Operating - per course (max of 5 course assessments per semester)	11.87	11.48	0.39	3.4%
Human Kinetics Undergraduate Lounge Fee	10.00	10.00	0.00	0.0%
Human Kinetics Technology Fee	15.00	15.00	0.00	0.0%
Engineering Students' Endowment Fund	20.63	19.95	0.68	3.4%
Law Duplicating -Full Time	17.50	17.50	0.00	0.0%
Law Duplicating -Part Time	8.75	8.75	0.00	0.0%
Law - Career Development Officer -Full Time	130.00	130.00	0.00	0.0%
Law - Career Development Officer -Part Time	65.00	65.00	0.00	0.0%
Education Learning Centre Fee	31.03	30.01	1.02	3.4%
Nursing Lab Fee 1st Year	92.70	85.70	7.00	8.2%
Nursing Lab Fee 2nd Year	94.20	85.70	8.50	9.9%
Nursing Lab Fee 3rd Year	47.25	45.70	1.55	3.4%
Nursing Lab Fee 4th Year	23.62	22.84	0.78	3.4%
ISC OHIP EQUIVALENT HEALTH PLAN [11]				
Single coverage [8]	729.65	729.65	0.00	0.0%
Couple coverage (additional premium) [8]	1,341.10	1,341.10	0.00	0.0%
Family coverage (additional premium) [8]	1,651.10	1,651.10	0.00	0.0%
OTHER MISCELLANEOUS FEES				
UWin Card Fee (assessed first semester only)	30.00	30.00	0.00	0.0%
First Year Transition Support Fee (assessed first semester only)	69.82	67.53	2.29	3.4%
English Academic Preparation Program	1,650.00	1,650.00	0.00	0.0%
English Language Training Program	5,070.00	4,600.00	470.00	10.2%
English Language Training Program (Fast Track)	5,550.00	5,000.00	550.00	11.0%
MMB - Lab Fee [7]	1,000.00	1,000.00	0.00	0.0%
MAC - Lab Fee [7]	500.00	500.00	0.00	0.0%
MSW Practicum Fee [7]	412.00	412.00	0.00	0.0%
MOM Data Analytics Stream - Lab Fee [7]	1,500.00	1,500.00	0.00	0.0%
MMCE - Lab Fee [7]	1,000.00	0.00	NEW	NEW
OTHER ADDITIONAL COST RECOVERY COURSE FEES				
Science				
Field Measurement and Mapping Techniques (ESCI3745-01)	500.00	500.00	0.00	0.0%
Field Methods in Environmental Science (ESCI3735-01)	500.00	500.00	0.00	0.0%
Global Perspective in Science - N. Europe (ESCI3806-22)	3,000.00	2,500.00	500.00	20.0%
Global Perspective in Science -Costa Rica (EICI3806-20)	3,000.00	2,500.00	500.00	20.0%
Global Perspective in Science -Iceland (ESCI3806-21)	3,000.00	3,000.00	0.00	0.0%
Great Lakes Field Biology (BIOL4864-11)	750.00	750.00	0.00	0.0%
Great Lakes Field Biology (BIOL4864-XX) all other sections	350.00	350.00	0.00	0.0%
Special Topics - Global Perspectives - Scotland (FRSC4018-20)	3,000.00	2,500.00	500.00	20.0%
Human Kinetics				
Kinesiology - Outdoor Education (KINE-4770)	450.00	450.00	0.00	0.0%
Kinesiology - PTA of Basketball (KINE-3920)	25.00	25.00	0.00	0.0%
Kinesiology - PTA of Football (KINE-3880)	25.00	25.00	0.00	0.0%
Kinesiology - PTA of Golf (KINE-3820)	125.00	125.00	0.00	0.0%
Kinesiology - PTA of Hockey (KINE-3830)	125.00	125.00	0.00	0.0%
Kinesiology - PTA of Squash (KINE-XXXX)	50.00	50.00	0.00	0.0%
Kinesiology - PTA of Track & Field (KINE-3980)	25.00	25.00	0.00	0.0%
Kinesiology - PTA of Volleyball (KINE-3940)	25.00	25.00	0.00	0.0%
Kinesiology - Special Topics in PTA of Sport (KINE-4880)	25.00	25.00	0.00	0.0%
Kinesiology - Sports Therapy (Physical Fitness) (KINE-3980)	55.00	55.00	0.00	0.0%
Kinesiology - Functional Anatomy (KINE-1650)	30.00	30.00	0.00	0.0%
Kinesiology - Functional Anatomy II (KINE-1660)	30.00	30.00	0.00	0.0%
Kinesiology - Laboratory Experience in Biomechanics & Ergonomics (KINE-4910)	25.00	25.00	0.00	0.0%
Kinesiology - Laboratory Experience in Human & Exercise Physiology (KINE-4920)	25.00	25.00	0.00	0.0%
Kinesiology - Laboratory Experience in Motor Learning & Psychology of Physical Activity (KINE-4930)	25.00	25.00	0.00	0.0%
Business				
MBA - Professional Accounting Specialization - Exam prep package (ACCT-8080)	1,322.61	1,322.61	0.00	0.0%

2022/23 Compulsory Ancillary Fees

	2022/23 RATES (PROPOSED)	2021/22 RATES (APPROVED)	$ INCREASE	% INCREASE
FAHSS				
Advance Studio & Location Lightning for Film & Video (CMAF-4150/CNMA-4150)	30.00	30.00	0.00	0.0%
Advanced Editing & Post-Production (CMAF-4270/CNMA-4270)	0.00	30.00	-30.00	-100.0%
Advanced Non-Fiction Media Production (CMAF-4240)	30.00	30.00	0.00	0.0%
Advanced Photography (VSAR-3530)	50.00	50.00	0.00	0.0%
Advanced Television Production (CMAF-4210)	0.00	30.00	-30.00	-100.0%
Advertising/Marketing Campaign Production (CMAF-4230)	0.00	30.00	-30.00	-100.0%
Aeronautics Flight - (AERO-1970) First Year Students	10,594.00	10,285.00	309.00	3.0%
Aeronautics Flight - (AERO-2970) Second Year Students	10,594.00	10,285.00	309.00	3.0%
Aeronautics Flight - (AERO 3970) Third Year Students	10,594.00	10,285.00	309.00	3.0%
Aeronautics Flight - (AERO 4970) Fourth Year Students	10,594.00	8,475.00	2,119.00	25.0%
Bio Art (VSAR-3860)	110.00	110.00	0.00	0.0%
Cinematography (CMAF-3100/CNMA-3100)	30.00	30.00	0.00	0.0%
Digital Video Editing & Post-Production (CMAF-3270/CNMA-3270)	30.00	30.00	0.00	0.0%
Directing the Screen Performance (CMAF-3170/CNMA-3170)	30.00	30.00	0.00	0.0%
Documentary (CMAF-2320/CNMA-2320)	30.00	30.00	0.00	0.0%
Experimental Film & Video (CMAF-2150/CNMA-2150)	30.00	30.00	0.00	0.0%
Field & Studio Sound Recording (CMAF-3090/CNMA-3090)	30.00	30.00	0.00	0.0%
Film Production (CMAF-2310/CNMA-2310)	30.00	30.00	0.00	0.0%
Fundamentals of Sound Technology (CMAF-2090/CNMA-2090)	30.00	30.00	0.00	0.0%
Green Corridor (VSAR-3850)	55.00	55.00	0.00	0.0%
Independent Studio (VSAR-3650)	84.00	84.00	0.00	0.0%
Intermediate Documentary (CMAF-3320/CNMA-3320)	30.00	30.00	0.00	0.0%
Intermediate Film Production (CMAF-3310/CNMA-3310)	30.00	30.00	0.00	0.0%
Introduction to Media Design & Production I (CMAF-1120/CNMA-1120)	0.00	30.00	-30.00	-100.0%
Introduction to Media Design & Production II (CMAF-1130/CNMA-1130)	0.00	30.00	-30.00	-100.0%
Introductory Photography (VSAR-2530/CMAF-2530)	100.00	100.00	0.00	0.0%
Introductory Printmaking - Intaglio (VSAR-2330)	80.00	80.00	0.00	0.0%
Introductory Printmaking - Lithography (27-224)	80.00	80.00	0.00	0.0%
Introductory Sculpture (VSAR-2330)	33.50	33.50	0.00	0.0%
Motion Picture Technologies (CMAF-3300/CNMA-3300)	0.00	30.00	-30.00	-100.0%
Music Fee - Private Instruction (1/2 hour)	525.00	525.00	0.00	0.0%
Music Fee - Private Instruction (full hour)	1,050.00	1,050.00	0.00	0.0%
Photography (VSAR-2900/3460/3470/3480)	66.00	66.00	0.00	0.0%
Podcasting & Internet Media (CMAF-2130)	0.00	30.00	-30.00	-100.0%
Printmaking (VSAR-3260)	80.00	80.00	0.00	0.0%
Production Planning & Development (CMAF-3230/CNMA-3230)	0.00	30.00	-30.00	-100.0%
Sculpture (VSAR-3330)	55.00	55.00	0.00	0.0%
Senior Project (CMAF-4280)	30.00	30.00	0.00	0.0%
Studio & Location Lightning for Film & Video (CMAF-3140/CNMA-3140)	30.00	30.00	0.00	0.0%
Studio Practice & Ideas/Space (VSAR-1050)	33.00	33.00	0.00	0.0%
Studio Practice I (VSAR-4800)	90.00	90.00	0.00	0.0%
Studio Practice II (VSAR-4810)	90.00	90.00	0.00	0.0%
Style in Theatre (DRAM-4000)	90.00	90.00	0.00	0.0%
The Art of Photo-blogging (CMAF-2210)	30.00	30.00	0.00	0.0%
Topics in Media Production (CMAF-4890)	30.00	30.00	0.00	0.0%
VABE Transportation Fee [8]	1,000.00	1,000.00	0.00	0.0%

[6] Fee charged per semester -Students approved to complete work semesters in excess of the standard number out in their program, will incur a supplemental co-op fee for each additional work-semester.

[7] Fee charged per semester

[8] Fee charged annually

[9] Charged to Cohort Based Masters 4 Semester programs only

[10] The Lancer Sports and Recreation Centre fee shall begin to be assessed in Summer 2022 as the building is expected to become operational this summer.
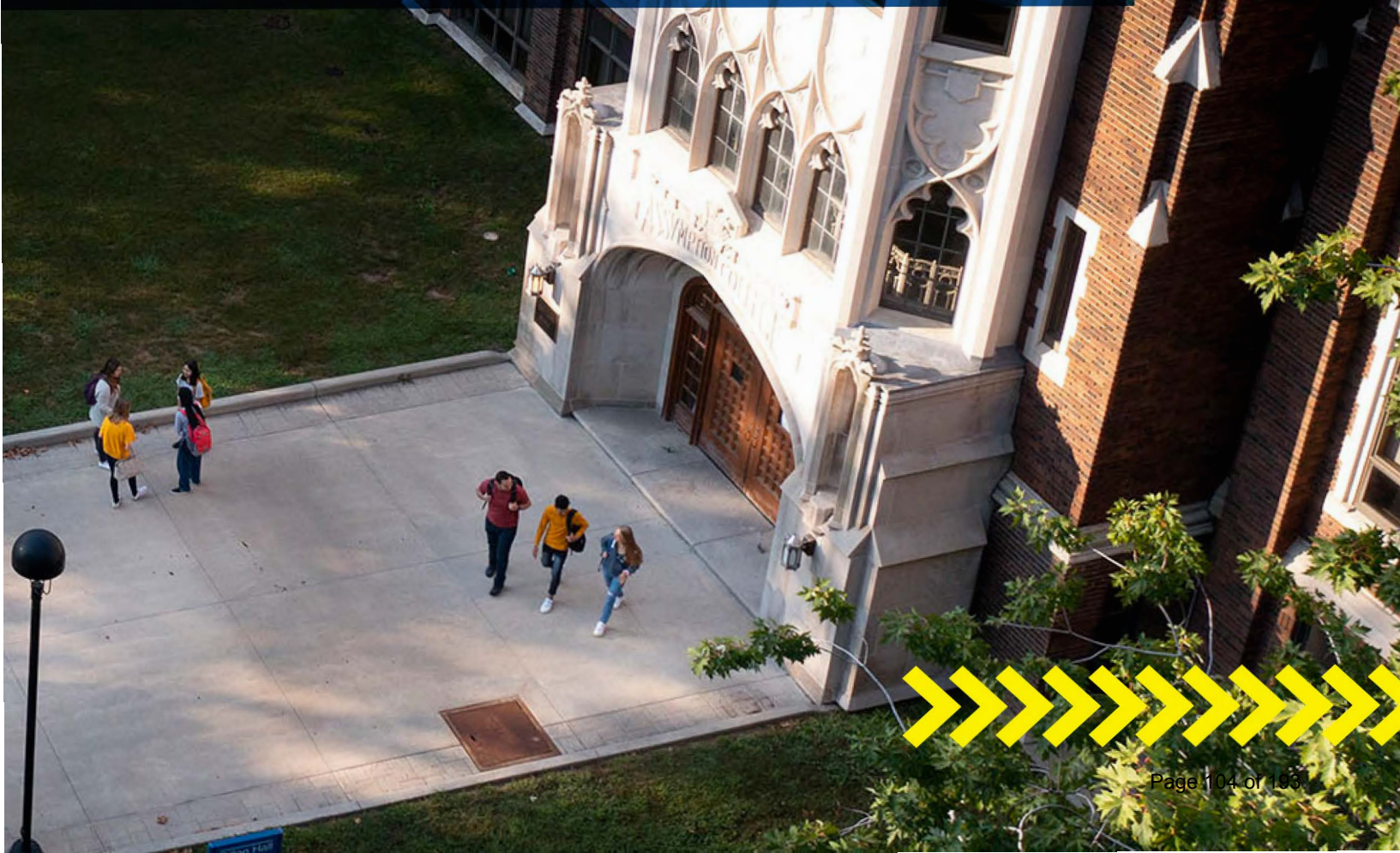
[11] Fee includes 8% RST

[14] Fee charged per semester; charged as 8-month in Fall term

University of Windsor

Operating Budget

2022-2023

To the University of Windsor Campus Community,

Over the past year, we have continued to work together to respond to COVID-19. It has been exciting to see students, staff, and faculty coming back to campus in greater numbers this winter, and I look forward to ramping up in-person operations to full capacity over the summer into the fall.

As the 2022/23 University of Windsor Operating Budget is released, most of our faculty and staff will have returned to campus life and community while students continue learning through face-to-face, hyflex, and online modes of program delivery. Learning, knowledge creation, and the health and safety of our entire community continue to be our priorities.

We can be confident that our 2022/23 University of Windsor Operating Budget positions us for success as we emerge from the shadow of the pandemic. It strikes a balance between prudence and progress, allowing us to remain responsibly sustainable, with the opportunity to build on our strengths and encourage meaningful, strategic growth.

The 2022/23 Operating Budget is balanced and reflects continued fiscal prudence by including investments in reserve funds to further protect the institution from the unexpected. This is the second year of the University of Windsor Activity Based Budgeting model, and the budget includes significant transitional support for Faculties as they chart their long-term financial futures.

The Budget also advances our focus on the future by reinforcing our strategic priorities through investment of $2.5 million in new strategic initiatives. These funds will help to forward priorities including putting our people first, the ongoing work to create an inclusive, welcoming, and equitable campus environment, environmental sustainability, and the student experience.

We are proud that this budget makes dramatic investments in the international student experience – from additional lounge spaces to more academic supports including scholarships – to support newcomers to Canada so that they can thrive while on their academic journeys at the University of Windsor.

Through investment in research, teaching, service, community-engagement, and student-support initiatives, the 2022/23 Operating Budget continues to build on our commitments as a strong Windsor-Essex community partner with a global perspective. This budget supports regional innovation and economic diversification efforts; labour market stability; and our ongoing engagement in the collaborative work of fostering increasingly safe, vibrant, healthy, and equitable communities.

We have faced the unexpected and came together to respond: for these exceptional efforts, we can all be proud. We have much to look forward to and our 2022/23 Operating Budget is the first step in preparing for a new stage, full of prosperity.

Robert Gordon, PhD
President and Vice-Chancellor

2022/23 Operating Budget

I.   THE UWINDSOR ACTIVITY BASED BUDGET MODEL

The University of Windsor (UWindsor) is moving into our second year of budgeting under a new Activity Based Budget (ABB) model. A budget model is a management tool used to assist with resourcing decisions. It does not, in and of itself, create additional revenue for the institution. Rather, it is a vehicle employed to help achieve the strategic mission of the institution. At UWindsor, the ABB model was developed by a diverse Budget Model Redesign Committee (BRC) in 2020 and has been monitored since by a Governance Committee. The model is designed to achieve the following vision and operates under the four philosophy pillars described below.

1. MODEL VISION AND PHILOSOPHY

Vision
The UWindsor ABB Model is aligned with four main aspirations for the institution:
1. The desire to be a comprehensive institution
2. The desire to be innovative
3. The desire to be competitive on a local and global scale
4. The desire for our culture to be research intensive

Model Philosophy
The UWindsor ABB Model's philosophy has four pillars:
1. A long-term view, and incentivize long term enrolment planning, stability, and strategic growth where it makes sense.
2. Fairly, consistently applied and fully transparent.
3. Flexibility for the Deans to make their own financial plans, with progress against individual plans incentivized.
4. Support the core academic and research mission and align activities with institutional strategy.

2. HOW THE UWINDSOR ABB MODEL WORKS

The UWindsor ABB Model is organized such that the major revenue-generating departments (i.e. the Faculties) are identified as 'revenue centres' with all revenues flowing through them and all expenses of the institution allocated against them. In simple terms, the budget model calculates a "notional" financial position for each of the revenue centres using the following formula:

Image 1: The ABB Net Position Calculation

Budgeted Revenues
- Direct and Allocated Expenditure Budgets
Net Position (of the Revenue Centre)

Revenues in the UWindsor ABB Model

1. Student Fees

Student fees include tuition fees, tuition adjustments (for service teaching) and student incidental fees. Tuition is assigned directly to the Faculty where the students major. The UWindsor ABB Model incorporates a 'created rate' for domestic undergraduate tuition at 3% premia to the base rate to account for historical tuition rate increase inequities under prior government tuition frameworks. All other tuition fees are assigned according to their actual rates.

Tuition revenue is then adjusted for service teaching to account for the courses students take outside their home Faculty. For the 2022/23 fiscal year, the service teaching calculation was revised to use the student's home Faculty tuition rate as the basis when calculating the adjustment rather than the created rate for all Faculties. Students in joint major programs are counted as enrolled 50% in each program meaning their service teaching adjustment will now be based on an average of both home Faculty tuition rates whereas students taking a minor would observe the tuition rate of the Faculty where they are majoring.

Student incidental fees in the Operating Budget include Athletics and Recreation fees, Co-op fees, Student Health fees, Student Late Payment fees, among others. Where possible, these fees are assigned in the model directly to the department they are supporting. In some cases, they are assigned against the University Fund which supports institutional strategic initiatives and central reserve funds.

2. Government Operating Grants

The Core Operating Grant and the Performance Grant for the institution are allocated to all Faculties based on Weighted Grant Units (WGUs). This is the same activity driver the government uses when calculating institutional grants. Special purpose grants (i.e. Nursing Collaborative Grant) are assigned directly to the Faculty they are supporting.

3. Other Revenues

All other revenues generated by the institution are allocated, where possible, to the revenue centres. This includes application fees, direct faculty revenues (i.e. lab fees), etc. Indirect Research revenues are allocated 70% to the revenue centres and 30% to support strategic research activities under the direction of the Vice-President, Research and Innovation. Investment income, foreign exchange and other small levies are not easily allocated and are directed towards the University Fund.

The chart below illustrates the percentage of total revenues generated by each of the Faculties (i.e. the revenue centres). Faculties on the left side of the graph tend to have higher tuition rates (domestic and visa), and except for Law, have a higher concentration of international students. The Faculties towards the right are generally less diversified and more focused on domestic students and, therefore, rely more on government grant funding.

Chart 1: 2022/23 Faculty Sources of Revenue (under UWindsor ABB)
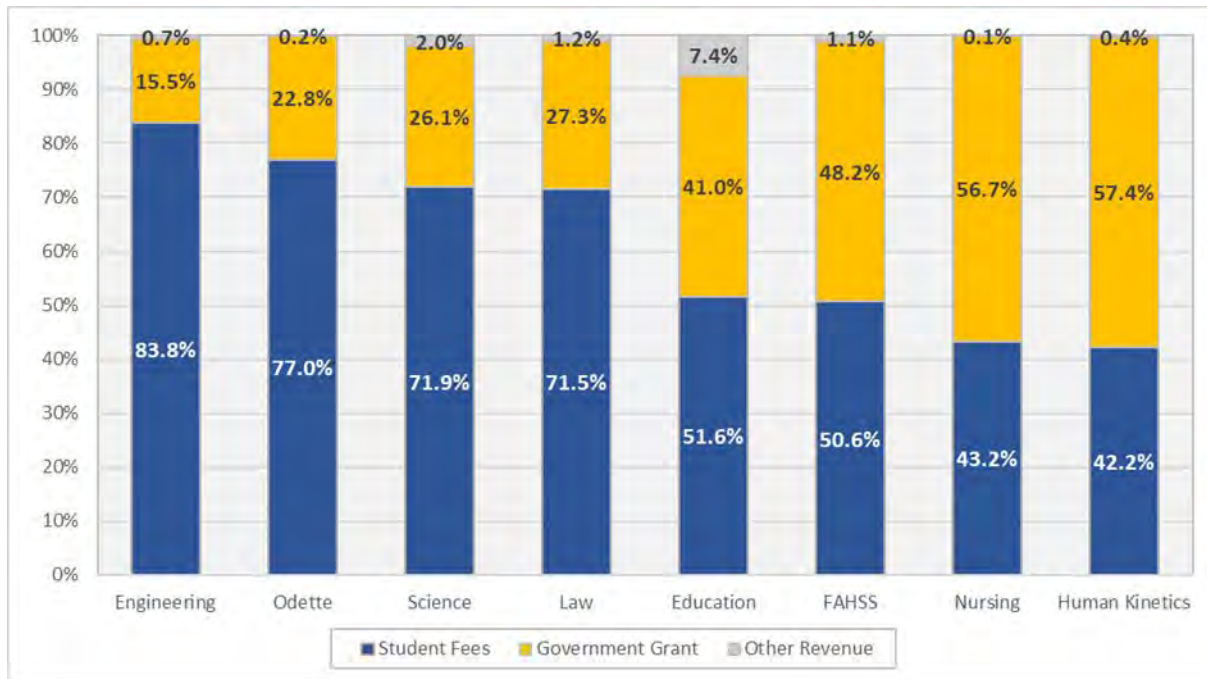
Expenditures in the UWindsor ABB Model

1. **Direct Costs**

These are the budgeted costs of academic delivery where each Faculty has 'direct control' and include faculty and staff salaries and benefits, GA/TA support, sessional instruction, office expenses, lab costs, and all other discretionary costs of each Faculty.

2. **Other Assigned Direct Costs**

These are direct costs that are hosted outside of Faculty budgets but are directly assigned as part of the cost of individual Faculties. These include Research Institute expenses that are assigned directly to the Faculty that aligns with the home Faculty of the Chair of the institute. The Law Library is assigned as a direct cost for the Faculty of Law. It should be noted that Law does not participate in the allocation of Leddy Library costs. International student recovery and international student recruitment partner costs are assigned as direct costs of the international student's home Faculty.

3. **Allocated Costs**

Allocated costs represent each Faculty's portion of the institution's shared-service costs. For ease of allocation, the shared-service costs are grouped together into eight 'Cost Pools'. The grouping of similar costs into cost pools is done only for the purpose of ease of allocation within the UWindsor ABB Model and does not represent any type of reporting reorganization within the institution. Each cost pool is

allocated to the Faculties using 'Cost Driver(s)' that are selected to best represent the activities that drive costs within the shared-service unit. Hence, an "activity-based budget."

The table below provides details of the cost pools and the cost drivers used to allocate these costs to the revenue centres.

Table 1: Cost Pools and Cost Pool Drivers in the UWindsor ABB Model

Cost Pool	Cost Driver	Shared-service Units (Examples)
Financial Costs	50% Tuition & Operating Grant 50% Direct Operating Budget	Debt costs; Finance Department
Central Administrative Costs	Campus FTEs (Student + Faculty + Staff)	Office of the President, Provost, and VP Finance & Operations; Institutional Support services; Other Central costs
Occupancy Costs	Net Assignable Square Meters	Utilities; Facility Services Department
Operating Scholarship Costs	70% Actual Scholarship Usage 30% Student FTEs	All Operating Budget-funded scholarships and bursaries awarded
Campus Community Support Costs	Campus FTEs (with slight adjustments for the Leddy Library)	Office of the VP, Human Resources; Campus Police; Centre for Teaching & Learning/Open Learning; Information Technology; Leddy Library
Student Experience Costs	Student FTEs	Student & Academic Services; Student Experience; Athletics & Recreation Services; Faculty of Graduate Studies
Pre-/Post Student Development Costs	50% Student Offers 50% Student Registrations	Enrolment Management; Admissions & Registrations; Marketing; Advancement and Alumni
Research Support Costs	55% External Research Revenue 35% Research Applications 10% Tenured Faculty Counts	Office of the VP Research & Innovation; Research Services; Research Finance

Service Level Agreements

The allocation of shared-service costs to Faculties in the UWindsor ABB Model has created a new, more transparent accountability between the shared service provider departments and the Faculties. Because Faculties are now directly charged for shared-service costs, academic leaders are eager to better understand the services provided by the shared service units.

Service Level Agreements (SLAs) will be drafted by all shared-service units to answer these questions. SLAs will provide specific service level commitments that can be supported under the current level of funding for each service provider. They will also include recommended key performance indicators (KPIs) that can be tracked to ensure they are meeting these commitments. In this way, SLAs will accomplish the following goals: 1) they will set a level of service expectation between service units and revenue centres, and 2) they will support budget investments in service areas where service levels are

falling or need to be improved (as measured by KPIs). The preparation of the SLAs is ongoing and is expected to require two more budget years to fully complete.

4. Initial Contribution to the University Fund

The University Fund is the mechanism within the UWindsor ABB Model that provides the institution with the ability to act as one entity with respect to key initiatives. It is used to support institutional strategic investments, contingencies, and reserve funds (the "first contribution") and finally, provides balancing across the revenue centres, with the Faculties in a positive position under the model supporting those in a negative position (the "second contribution", discussed in the Calculating the Net Position section below).

Each Faculty makes a first contribution to the University Fund based on a percent of their revenue generation. This is a significant strategic "lever" available to the Executive Leadership Team within the budget model. In 2022/23 the University Fund contribution rates were updated to incent domestic student growth. The table below provides a year-over-year comparison of University Fund contribution rates by revenue category.

Table 2: University Fund Contribution Rates by Revenue Category

Fiscal Year	Domestic Tuition	International Tuition	Government Grant
2021/22	2.75%	2.75%	2.75%
2022/23	0.00%	8.25%	5.00%

Calculating the Net Position

After working through the net position formula above, each Faculty will either be in a positive net position or a negative net position.

Faculties in positive net positions will receive base budget investments and will contribute towards subsidizing the negative net position Faculties. Faculties in negative net positions will receive subsidies and will be required to realign their base budgets. These base budget investments and realignments will be based on approved Faculty Financial Sustainability Plans (FFSPs).

Faculty Financial Sustainability Plans (FFSPs)

The FFSPs are strategic financial documents prepared by the Deans and approved by the Provost Budget Committee. Starting in 2021/22, each Faculty, regardless of their net position, has commenced preparing their FFSP. The FFSPs will include, but are not limited to, the following main categories:

- Identification of financial challenges facing the Faculty, including previously unaddressed realignments, accumulated debt to the institution and negative net positions under the UWindsor ABB Model;
- Enrolment Planning for all categories of students, including risk mitigation and diversification strategies;
- Other revenue opportunities;
- Planning for faculty and staff positions;

- Strategic initiatives;
- Long term capital planning; and
- Additional requests customized for each Faculty.

FFSPs will be reviewed and approved by the Provost Budget Committee (PBC) and will form the foundation for decision making related to budget investments and realignments. It is anticipated that each FFSP will be approved before the end of the 2022/23 fiscal year.

The institution's philosophy is that no negative budget position be considered truly permanent, rather Faculties should be striving to ensure that they are consistently showing progress towards a neutral or predetermined net position. As noted above, UWindsor is a comprehensive university, hence it is expected that certain Faculties will be in net negative positions with other Faculties financially supporting them on a regular basis.

3. FACULTY POSITIONS UNDER THE UWINDSOR ABB MODEL FOR 2022/23

For the 2022/23 year, the UWindsor ABB Model has produced a result where two Faculties – Engineering and the Odette School of Business – are in significantly positive net positions, two Faculties – Education and Nursing – are just about balanced, and four Faculties – Arts, Humanities & Social Science, Human Kinetics, Law, and Science – are in negative net positions.

Chart 2: 2022/23 Net Position Calculations by Faculty (in $M)
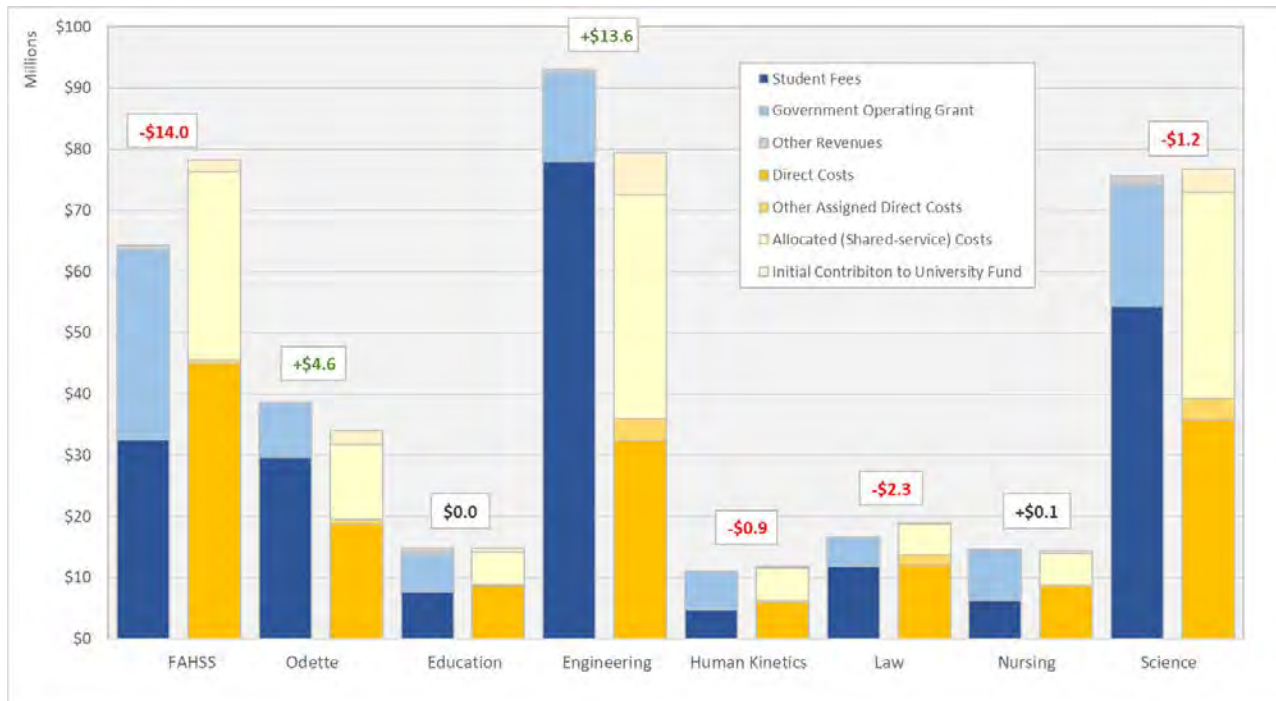
The chart below provides a comparison to the prior year of Faculty net positions under the UWindsor ABB Model.

Chart 3: Faculty Net Position Comparison (in $M)
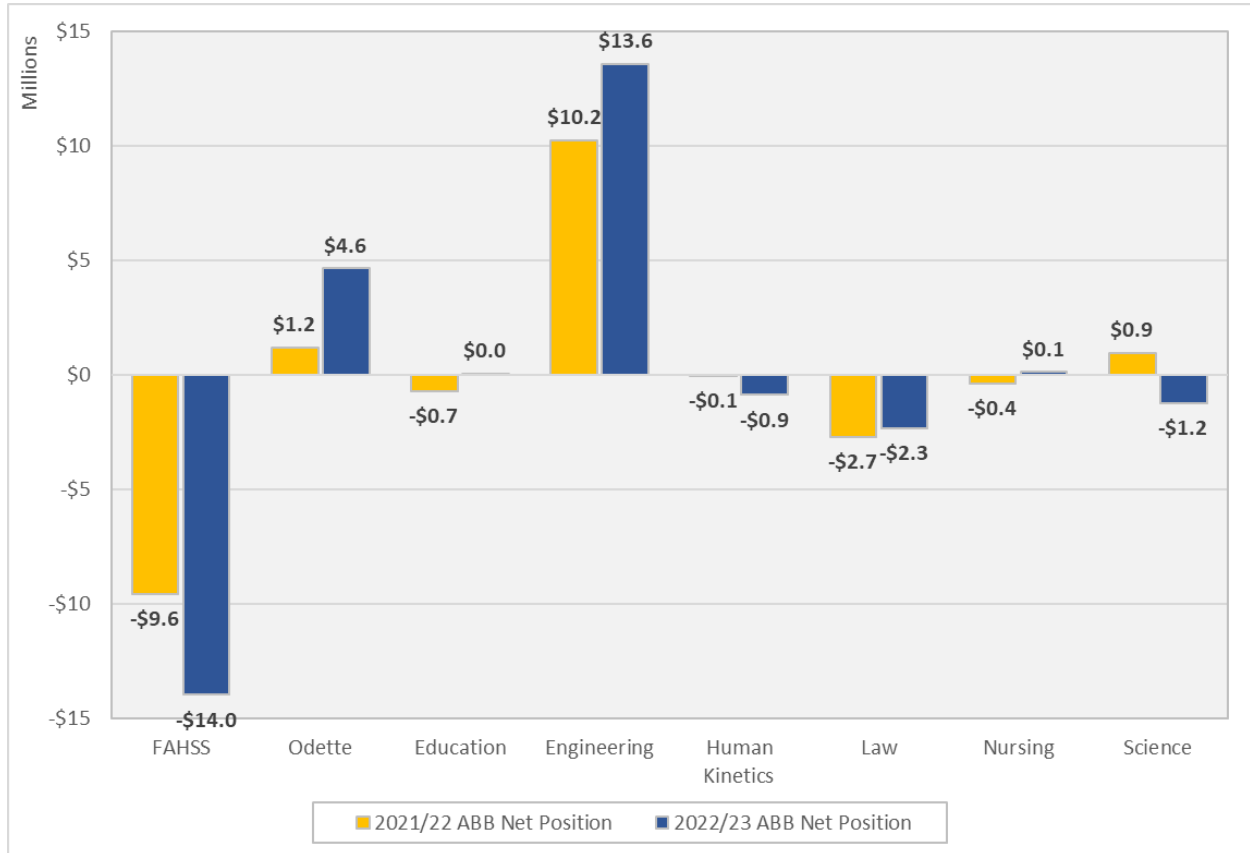
II. BUDGETING ENROLMENT

Student enrolment continues to drive almost all operating revenue for UWindsor. Faculties concentrate their efforts on achieving their enrolment management strategies as base budgets are directly impacted by enrolment levels under the UWindsor ABB Model.

1. MANAGING ENROLMENT WITHIN THE FACULTIES

Enrolment is classified into four main components: 1) undergraduate domestic; 2) undergraduate international; 3) graduate domestic; and 4) graduate international.

There has been a shift over the past several years towards graduate international students and away from undergraduate domestic students as a percentage of the total student population at UWindsor. This shift can be primarily attributed to the continuing growth in international student enrolment in cohort-based Masters' programs in Engineering, Science, and Business.

Under the UWindsor ABB Model, Faculties receive a share of the Provincial Operating Grant proportionate to their domestic student enrolment, which we anticipate will motivate Faculties to grow domestically, both at the undergraduate and graduate levels.

2. ENROLMENT PROJECTIONS

UWindsor's total full-time enrolment is budgeted at a record 16,440 in Fall 2022. The totals for undergraduate and graduate students were 10,482 and 5,958, respectively, which represents a 6% increase over Fall 2021 levels. It is anticipated that 31% of the full-time UWindsor student body will be comprised of international students in Fall 2022.

The increase in international graduate numbers is primarily a result of high deferral rates by applicants to the 2020 and 2021 academic cohorts of our international cohort-based Masters' programs. Simply put, students who wished to start their studies in 2020 and early in 2021 elected to delay their admission until pandemic conditions had settled and travel had become less restrictive. Now that conditions are more stable, the Faculties have increased capacity in cohort-based Masters' programs to accommodate the demand, creating extraordinary enrolment levels at the graduate level.

Chart 4: Enrolment Retrospective Fall 2018 to Fall 2022
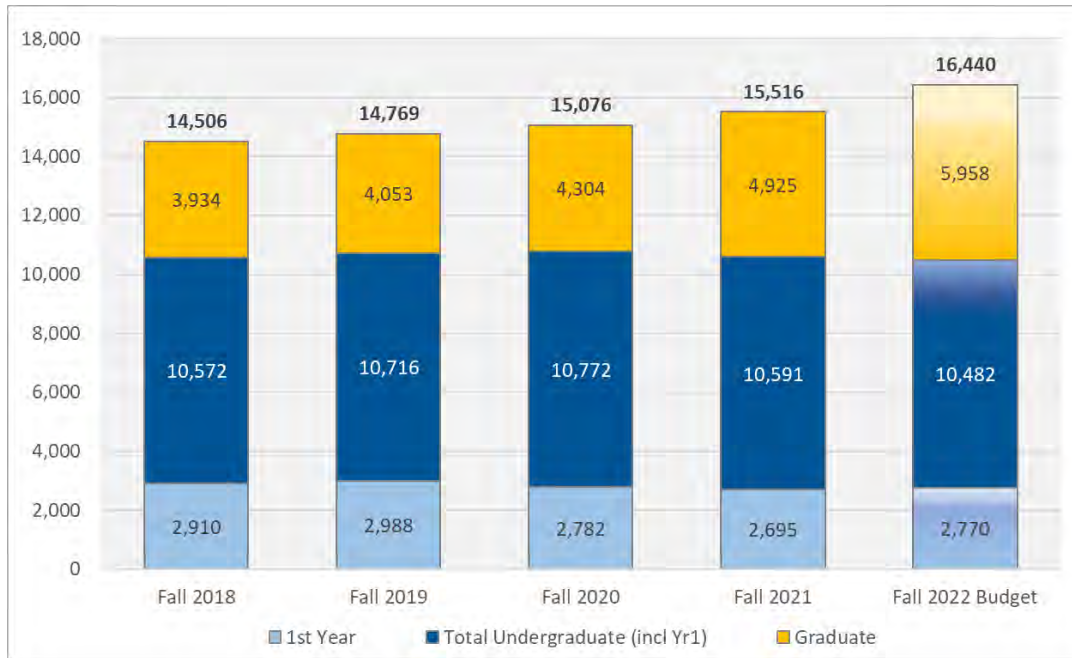
i) Undergraduate Students

First-year enrolment is a critical driver of total undergraduate student enrolment. An increase in first-year enrolment has long-lasting effects, as these students continue their studies through the remainder of their 3- or 4-year undergraduate programs.

First-year enrolment has several components, including 101s (students entering university directly from high school), 105s (college transfers and out of province Canadian students), international students, students entering Law School, and returning students (those who are continuing at the year 1 level).

Chart 5: First Year Undergraduate Enrolment
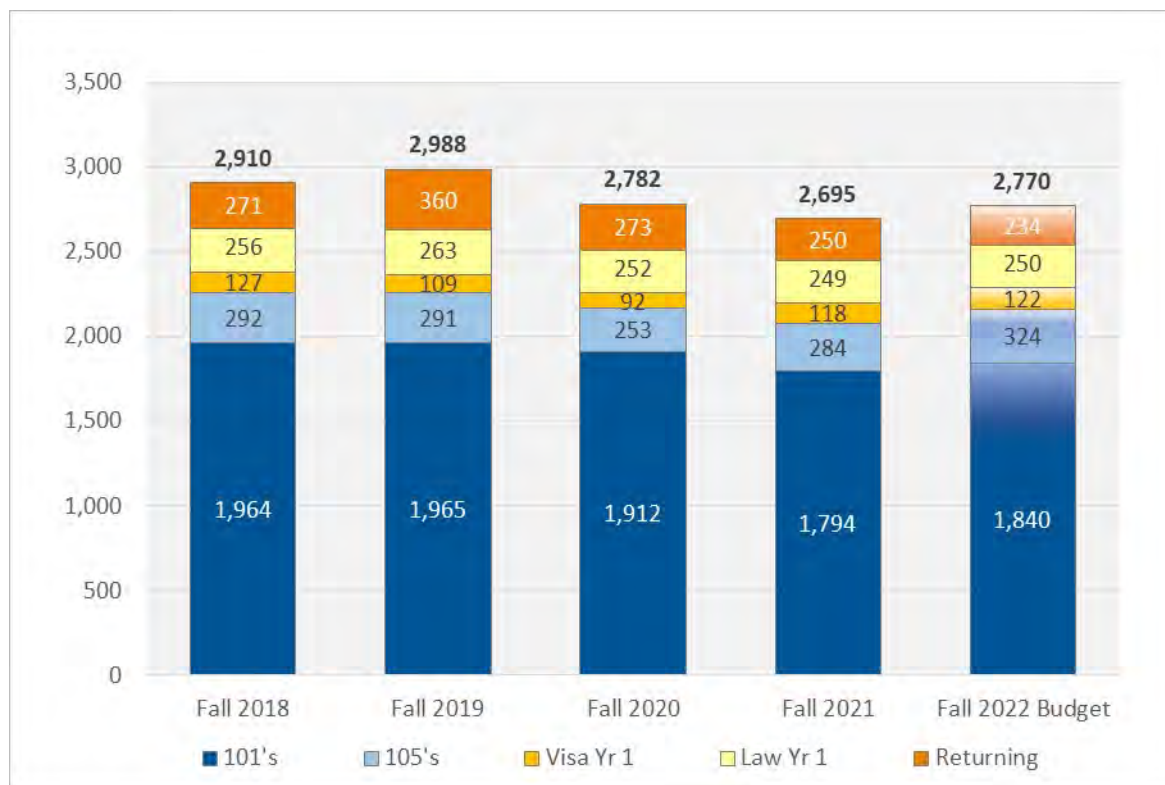
The Faculty of Education has an intake counted as part of the fourth-year undergraduate number for students in the Consecutive Education program. The budgeted intake for Fall 2022 for Consecutive Education students is 290 (260 in Fall 2021).

ii) *Graduate Students*

Total full-time graduate student enrolment headcount is budgeted for 5,958 for Fall 2022. This number includes 5,470 Masters and 488 PhD students.

UWindsor's international cohort-based Masters' program growth has increased due to additional, as well as higher program intake decisions to address deferrals and increased demand that developed in 2021/22 as a result of the COVID-19 pandemic. The projections for 2022/23 show continued growth, notably the Master of Applied Computing (growth of 62%) and Master of Management (growth of 42%) in addition to the institution's largest cohort-based Masters' program, Master of Engineering. Stable and/or decreased enrolment is expected in the coming fiscal years beyond 2022/23 as the wait list is reduced, and the pandemic issues abate.

Domestic enrolment at the graduate level increased in 2021/22 and this budget shows a continuing increase in both PhD and Masters' students. Most domestic students are enrolled in research-based graduate programs, as well as the Master of Social Work (FAHSS), MBA (Odette) and the Master of Engineering Management (Odette/Engineering) programs.

Chart 6: Graduate Enrolment
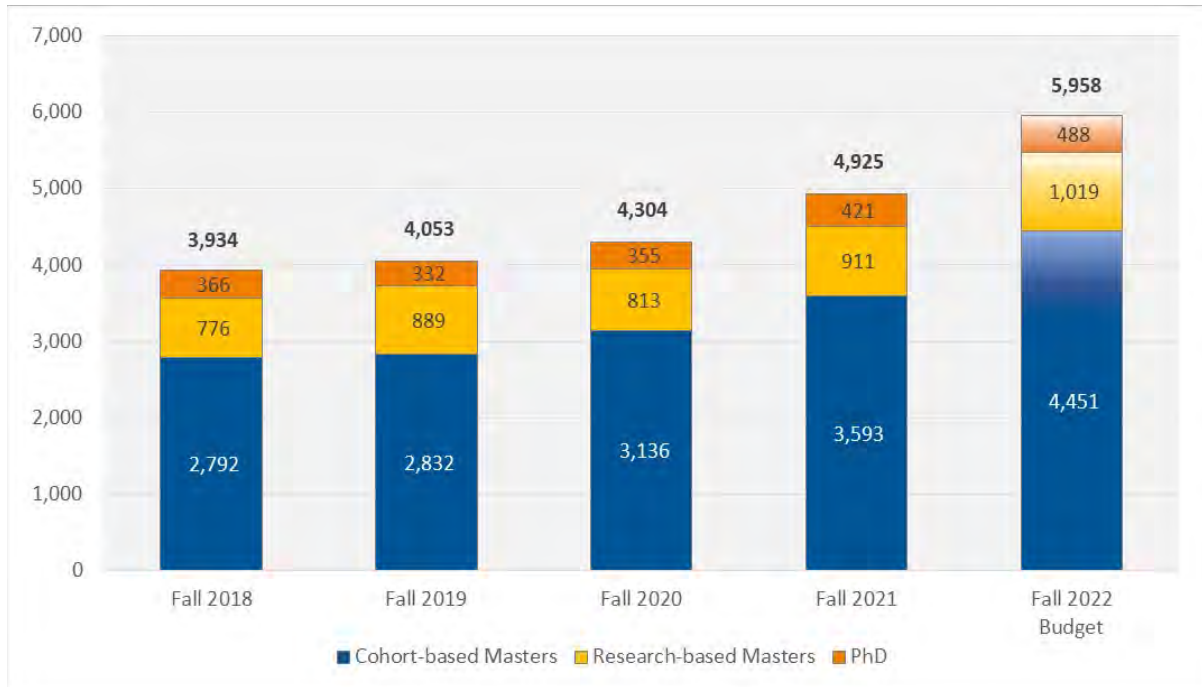
The cohort-based Masters' programs continue to enjoy strong demand from new applicants. The most significant cohort-based Masters' program continues to be the Master of Engineering program, with budgeted enrolment of 2,204 for Fall 2022. This program represents 37% of UWindsor's overall graduate enrolment.

Chart 7: Cohort-Based Masters Enrolment by Faculty
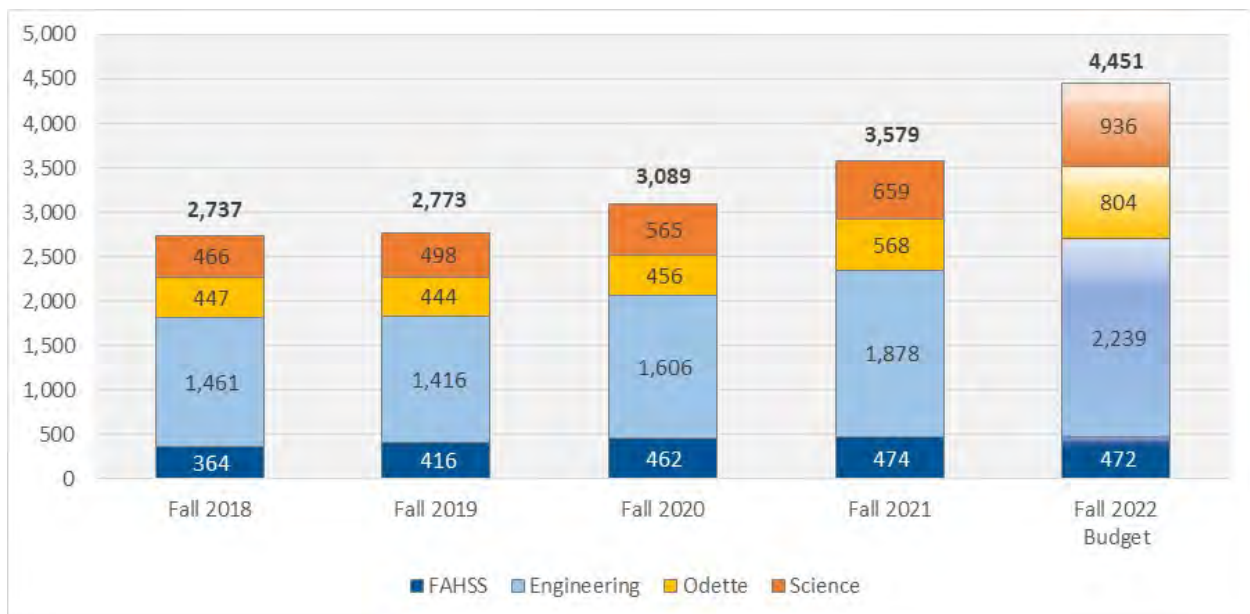
III.   OPERATING REVENUE

Operating revenue for 2022/23 is budgeted at $336M, a significant increase of $26.7M (or 8.6%) over last year (see Appendix A for further details).

The chart below provides a breakdown of the four major categories of UWindsor's operating revenue:

Chart 8: 2022/23 Operating Revenue (in $M)
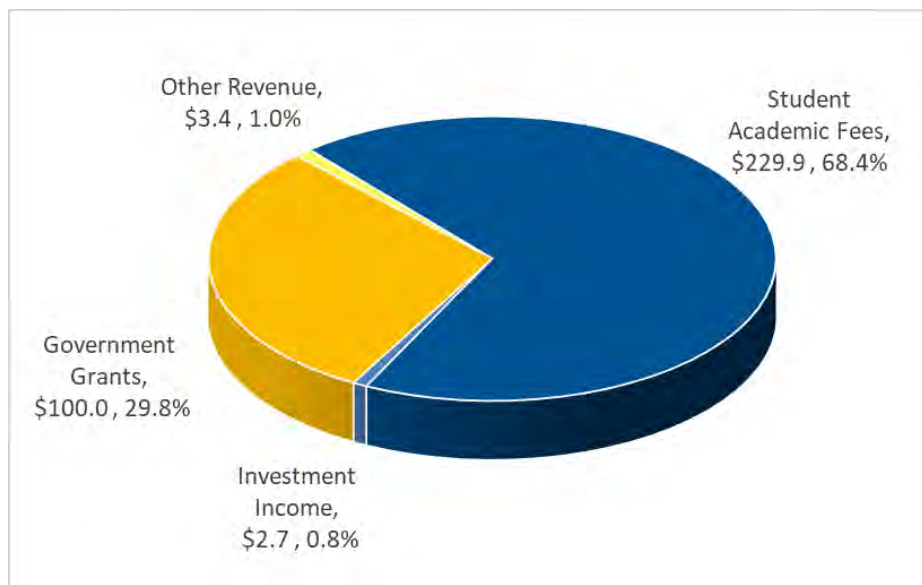
1. STUDENT ACADEMIC FEES

In January 2019, the Ministry of Colleges and Universities (MCU) announced a two-year tuition fee framework that included a 10% reduction of all domestic tuition student fee rates effective for the 2019/20 academic year and a freeze of tuition rates for the 2020/21 academic year. An extension of this freeze was later announced for the 2021/22 year as students and families continued to deal with COVID-19 uncertainties.

On March 22, 2022 MCU provided a memo to all Universities and Colleges confirming the continuation of a tuition freeze for domestic students during the 2022/23 academic year, with the exception of students from outside of the province of Ontario, where tuition can increase by no more than 5%. Continued frozen domestic tuition is included in the 2022/23 Tuition Revenue Budget. The tuition cut in 2019/20 and subsequent three years of freezes means that domestic tuition rates that will be charged in 2022/23 are lower than the rates charged in 2016/17. Lobbying efforts continue with MCU to support post-secondary institutions by providing reasonable increases to regulated tuition rates.

UWindsor announced the International Student Tuition Guarantee (ITG) in 2021/22 providing international students at all levels of study (undergraduate and graduate) with a commitment that the tuition rate they pay in their first term of study will remain consistent until their final term of study,

assuming their degree takes the typical number of terms to complete. Considerations for the ITG have been included in the 2022/23 Tuition Revenue Budget.

Reflecting on the overall tuition levels planed for in 2022/23 and based on multi-year enrolment forecasting conducted by the Deans, we believe that this year represents an extraordinary revenue scenario from the international graduate category for the institution as we attempt to accommodate a substantial backlog of international students who deferred their acceptance into course-based Masters' programs during the COVID-19 pandemic. This is inflating tuition revenues in-year and is not reflective of the enrolment levels and student mix defined in the institution's strategic enrolment management plan. It is important that we consider this higher tuition revenue amount carefully as part of our overall budget plan.

Tuition Fees

Total gross institutional Tuition Fee Revenue is budgeted at $233.1M; up 17.5% from the COVID-19 affected 2021/22-year budget of $198.3M.

The chart below provides details of the Tuition Fee Budget broken into the major student categories.

Last year was the first time that international tuition, at 51% of the total, was budgeted greater than domestic tuition. This trend continues as international student tuition is now budgeted at approximately 60% of total tuition fees at $139.6M.

Domestic student tuition, representing 40% of our total tuition fees, is budgeted at $93.5M; down 3.8% against 2021/22 as we plan for another freeze to regulated tuition rates.

Chart 9: 2022/23 Tuition Fee Revenue Budget by Student Category (in $M)
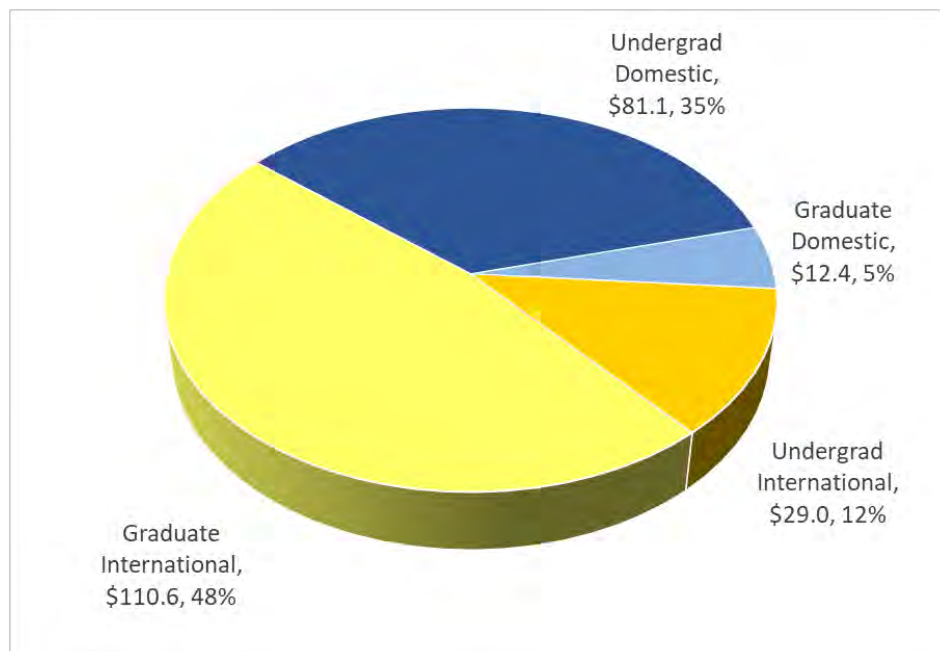
The following graph further illustrates the increasing reliance on cohort-based international graduate student tuition fees:

Chart 10: 5-year Historical Comparison of Tuition Fees by Student Category (in $M)
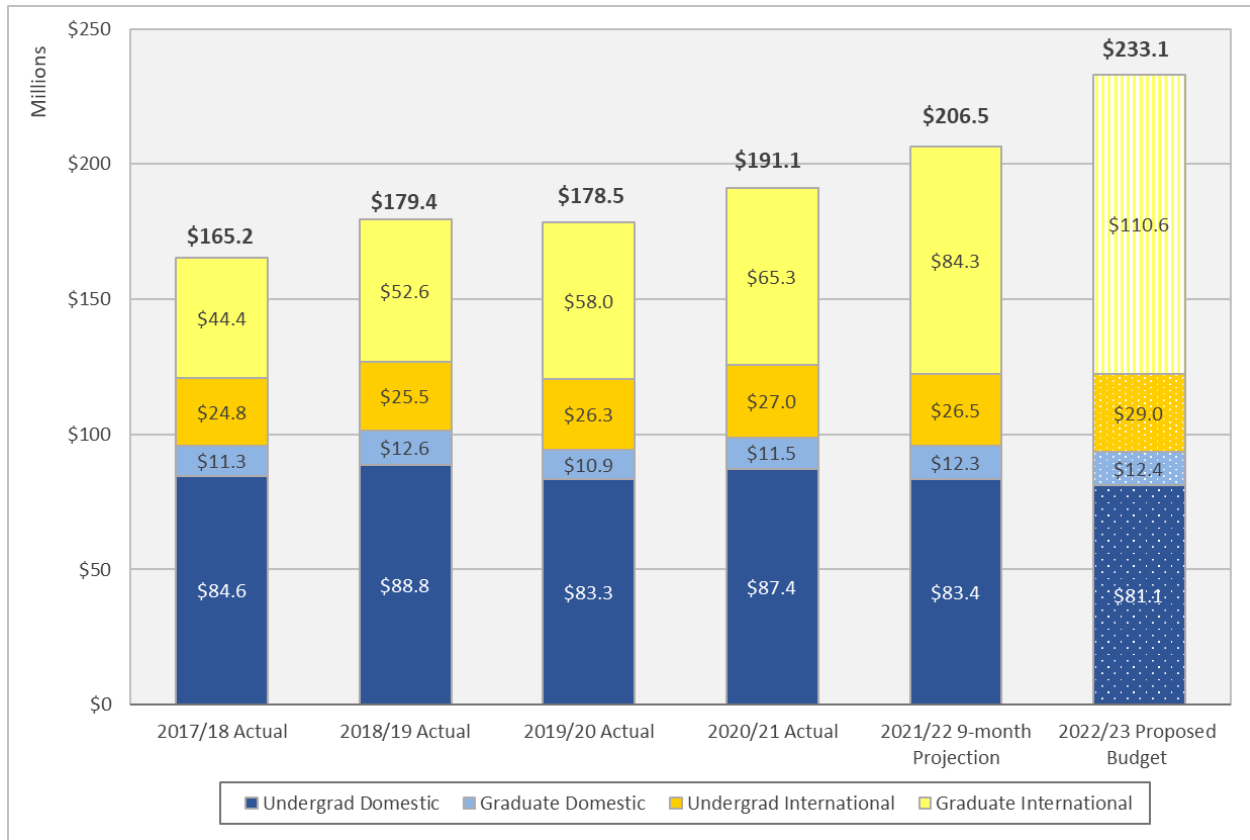
Tuition by Faculty

The UWindsor Faculties can be organized into two distinctive groupings: 1) those Faculties with significant numbers of international course-based graduate program tuition revenue and 2) those that rely primarily (and almost exclusively) on domestic student enrolment revenues.

The Faculties of Engineering, Science, and the Odette School of Business generate a significant amount of their tuition fee revenue from international students. The Faculties of Education, Human Kinetics, Nursing, and Arts, Humanities & Social Sciences rely heavily on domestic tuition revenues and receive only a small portion of their tuition fees from international students. The Faculty of Law relies almost entirely on domestic tuition fees.

The following diagram graphicly depicts these two groupings of Faculties and their relative sizes according to their respective 2022/23 tuition fee budgets.

Chart 11: Diversified and Non-diversified Faculties (in $M)
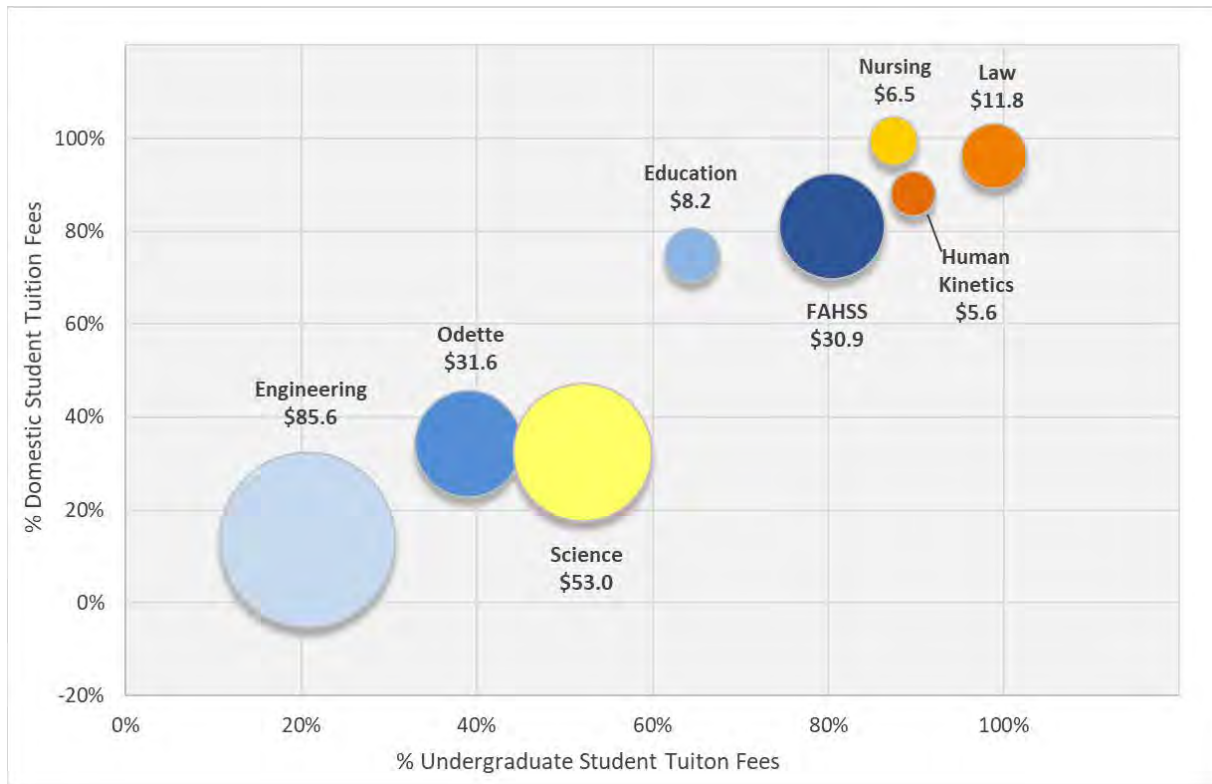
When examining the year-over-year tuition fee budget changes, we can also see the majority of the growth is coming from the Faculties with a diversified student mix (domestic and international).

Chart 12: Tuition Budget Changes from Prior Year by Faculty (in $M)
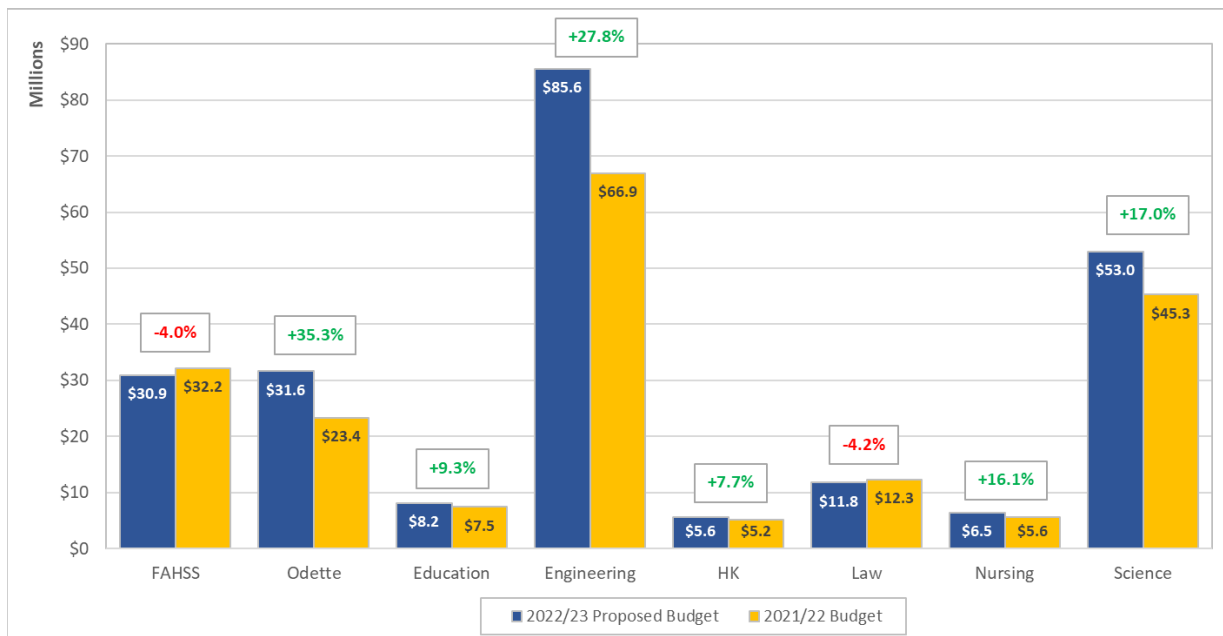
Managing the International Student Extraordinary Enrolment in 2022/23

Offering additional cohorts of course-based Masters' programs to accommodate significant numbers of international students who deferred their acceptance during the COVID-19 pandemic will effectively create a "bubble" in tuition revenue beyond a level that is reflective of our long-term strategic enrolment management plan (i.e. excess graduate international tuition revenues not anticipated to be consistently maintained into the future).

The chart below depicts the international student tuition bubble by forecasting tuition revenue ahead to the 2024/25 academic year and comparing against a more "normal" tuition growth trend if the increased cohorts of international students had not been required.

Chart 13: Tuition Revenue Trends and the International Student Deferral Tuition Bubble (in $M)
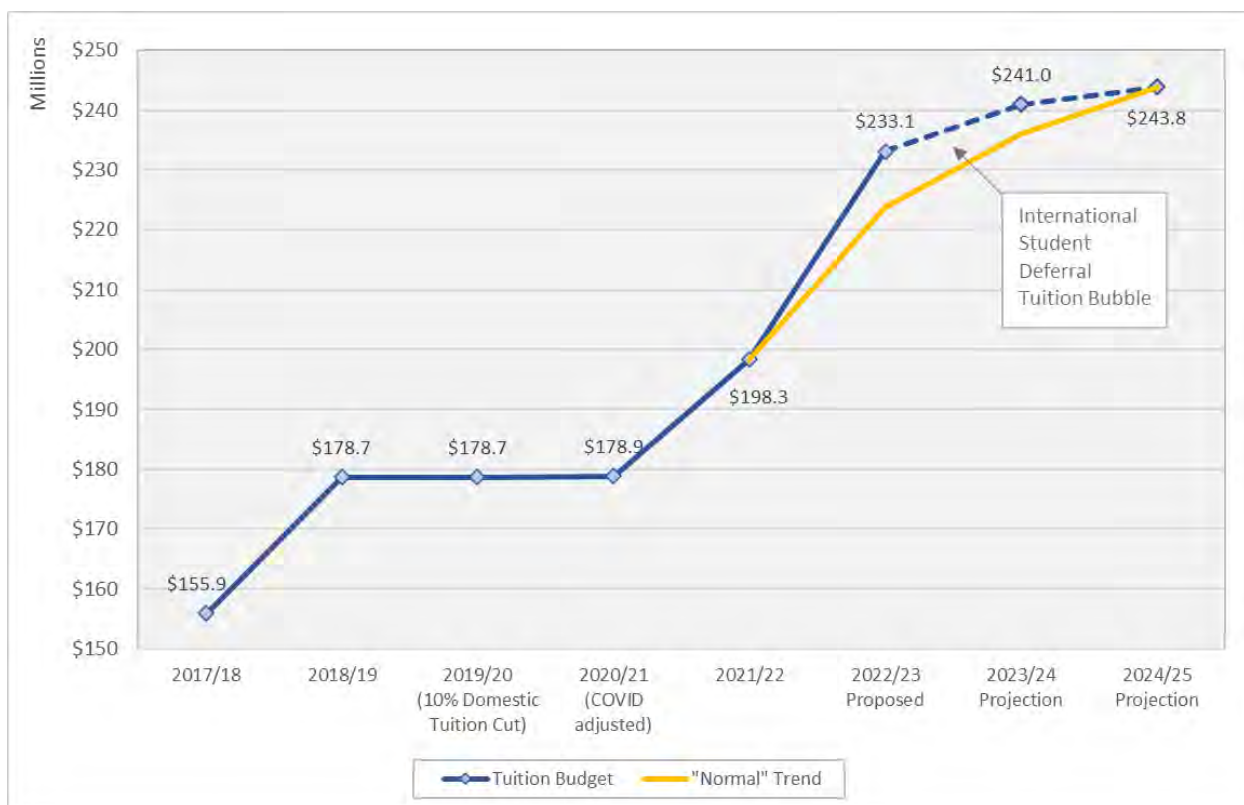
The institution believes that increasing the base budget of the institution to reflect this higher than sustainable tuition revenue is not financially prudent. Thus, the 2022/23 Operating Budget includes an **Extraordinary Enrolment Offset fund ($9M)**. This Offset fund will be invested one-time in support of the international student experience at UWindsor. The projects will be driven both by Central Administration and the Faculties of Engineering, Science, and the Odette School of Business. The investment will occur during the years when the additional cohort students are in the system and excess tuition is available. It is then anticipated that the Offset Fund will be eliminated, returning our tuition budget to "normal" levels once the extra cohort students have graduated.

In this way, we are mitigating the risk of international student tuition fluctuations that would not necessarily become part of our base Operating Budget, while at the same time, continuing to support international students during their time at the University.

Enrolment Contingency Reserve (ECR)

In addition to the Extraordinary Enrolment Offset, we are continuing to employ an Enrolment Contingency Reserve (ECR), a financial tool originally introduced as a pandemic risk mitigation tool for two reasons. First, some uncertainty remains related to international enrolment and the lingering effects of the COVID-19 pandemic. Second, as we have transitioned to the UWindsor ABB Model, the institution has concluded it is important that we have an allowance against enrolment in-year available such that the Faculties do not have to make in-year budget reductions should enrolment be soft against budget. Reflecting on what we have learned over the last several years we see the continuation of the ECR (in the base budget) as a key financial tool.

The 2022/23 Operating Budget will include a $2M base budget for ECR. An additional $3M in one-time funds generated from the 2020/21 ERC have been earmarked to allow for total protection of $5M ($2M base plus $3M one-time) or about 2% of the gross Tuition Revenue Budget, in 2022/23. This is consistent with the original plan for the ECR when it was first introduced.

Chart 14: Enrolment Contingency Reserve Strategy (in $M)
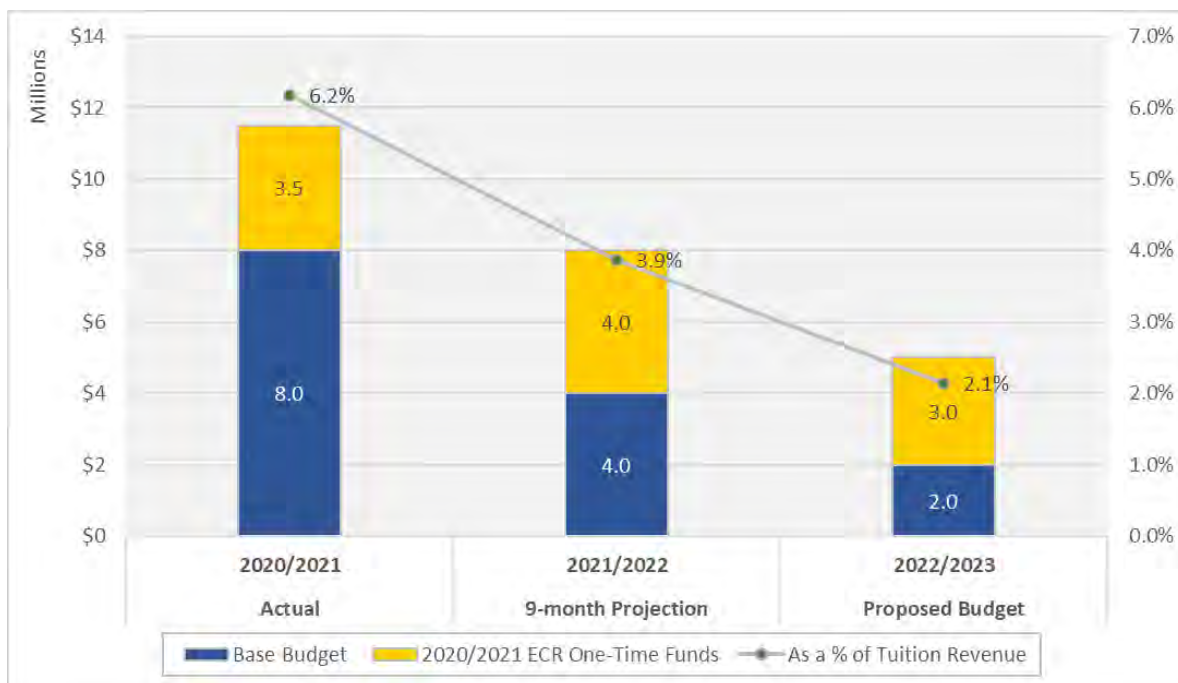
Student Incidental Fees

The compulsory student incidental fees tracked within the UWindsor Operating Budget include items such as Student Late Payment Fees, Student Health Services, Co-op Fees, and Athletics & Recreation Service Fees and are budgeted at $7.8M; down 5% from last year because of the following changes:

- Elimination of the Student Centre Fee budget of $670K (this fee has reached the end of its life, per the student referenda)
- Reduced Student Late Payment Fee expectations by $400K
- Increasing the Athletics & Recreation Fee budget by $640K to hire new student positions for the new Toldo Lancer Centre.

Revenue generated against these budgets is either specifically designated in support of relevant expenditures or directed to non-academic units for costs associated with supporting academic programs.

2. GOVERNMENT OPERATING GRANTS

Core Operating Grant

The Core Operating Grant (COG) is governed by an enrolment corridor in which the University receives a base level of funding by maintaining eligible enrolment within +/- 3% of the corridor midpoint. First established in 2016/17, the University's corridor midpoint has grown from 26,337 Weighted Grant Units (WGUs) to 27,046 WGUs in 2020/21. This change reflects the roll-in of WGUs associated with the growth of Education and Graduate enrolments relative to target.

In the 2019 Ontario budget, the government announced that the next round of Strategic Mandate Agreements (SMA3) would see a substantial portion of funding tied to performance by way of 10 metrics. This would be accomplished using existing levels of funding and reallocating from the Core Operating Grant into the newly renamed Performance Grant (previously referred to as the Differentiation envelope).

Initially 25% of funding will be linked to performance, increasing to 60% by 2024/25 at 'steady state' where all metrics have been developed and activated. This will be achieved by moving the appropriate amount of funds from the Core Operating Grant to the Performance Grant. As funding is moved from COG to the Performance Fund, the amount per WGU will decline.

The metrics and the associated funding were to be phased in over five years as per Table 1 below:

Table 3: Planned SMA3 Funding Transition

	2020/21 Year 1	2021/22 Year 2	2022/23 Year 3	2023/24 Year 4	2024/25 Year 5
Metrics Activated	6	9	10	10	10
Performance Funding	25%	35%	45%	55%	60%

Performance Grant

During SMA3, the UWindsor annual allocation of performance-based funding has been calculated by MCU in accordance with the university funding model and Ontario's Performance-based Funding Technical Manual. UWindsor's allocations will not be impacted by previous year performance and will follow a graduated activation plan as outlined in Table 1 above and based on 10 metrics that align with the following government priorities:

- Skills and job outcomes (6 metrics)
- Economic and community impacts (4 metrics)

The University assigns each metric a weighting, within MCU parameters, which determines the amount of funding associated. Any changes in funding will be calculated for the year and applied to the grant paid in the following year.

COVID-19 Delays Implementation of SMA3

In response to the COVID-19 pandemic, the Ministry delayed the activation of the performance-based funding for the first two years of SMA3 (2020/21 and 2021/22).

As Universities continue to experience ongoing impacts of the COVID-19 pandemic, on February 25, 2022, the Ministry announced a further delay to the activation of the performance-based funding for Year 3 (2022/23) and indicated that it will reassess activating the metrics to start in Year 4 at a planned 10% increasing to 25% in Year 5.

This delay, combined with the fact that adjustments to institutional transfer payments resulting from annual performance against SMA3 metrics are applied in the subsequent fiscal year, means UWindsor's transfer payments will not be impacted based on metric performance on a cash basis until at least Year 5 of SMA3 (i.e. 2024/25).

Special Purpose Grants

Special Purpose Grants are grants provided to address government and system-wide priorities, including a Municipal Tax Grant, the Clinical Nursing Grant, and Grants for students with disabilities.

The 2022/23 budget for Special Purpose grants totals approximately $1.8M and includes the following:
1) Funding for Students with Disabilities - $408,000;
2) Municipal Tax Grant - $827,000;
3) Clinical Nursing Grant - $427,000; and
4) Mental Health Services - $100,000.

Other Grants

In addition to the above grants, UWindsor has budgeted $5.5M for the Collaborative Nursing Grant. This separate envelope supports a Collaborative Nursing program currently offered jointly with St. Clair and

Lambton Colleges and is paid through our college partner. This grant is budgeted based on prior year enrolment levels.

The International Student Recovery (ISR) effectively reduces the COG by $750.00 for each international undergraduate and Masters' student enrolled at the institution (PhDs are excluded) and is budgeted at $3.7M (expense) for 2022/23.

The chart below provides a breakdown by category of the Provincial Operating Grants budgeted for UWindsor in 2022/23with details provided in *Appendix B*.

Chart 15: 2022/23 Provincial Operating Grants (in $M)
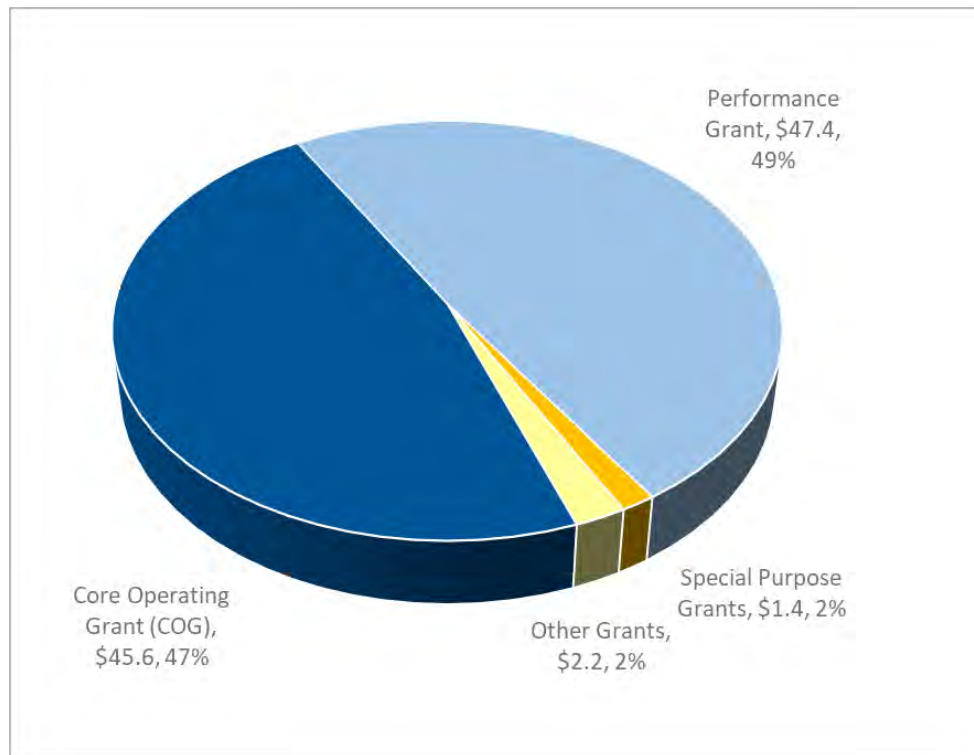
3. OTHER SOURCES OF OPERATING REVENUE

Investment Income

The 2022/23 Operating Budget includes $2.7M for revenue raised through the investment of working capital funds which are being actively managed within the constraints of the Statement of Investment Policies and Procedures for Working Capital Funds (the SIPP). Administration monitors the fixed income markets, and collaborates with partners including investment managers, banks, and credit unions to invest the working capital funds in low volatility, low risk investments allowable within the constraints of the SIPP.

Other Operating Revenue

Other miscellaneous sources of operating revenue, including application fees, are budgeted at $3.4M. The institution remains focused on the development and implementation of alternative revenue strategies to provide further stable cash flows. One such new venture includes the purchase of the building at 300 Ouellette Avenue which will generate monthly rental income that has been included in this budget.

4. UNDERSTANDING THE IMPACT OF PROVINCIAL POLICY AND FUNDING ON UWINDSOR

The University is reliant on financial support from the Province of Ontario for the Operating Grant and other strategic grant-funded initiatives that align with the priorities of the government. These grants now comprise only about 30% of the UWindsor Operating Budget as focus has turned towards international tuition where there is the greatest degree of flexibility.

The table below provides a detailed examination of the ability to influence or change the various components of the UWindsor operating revenue alternatives.

Table 4: Degree of Revenue Generating Flexibility

Revenue Component	Degree of Flexibility	Primary Constraint(s)
Provincial Operating Grant	**Very Low**	MCU controlled through the WGU funding corridor and SMA3 agreement with the institution.
Domestic Enrolment	**Low**	Limited incentive to recruit past our grant corridor. Declining local population for university-aged demographic challenges domestic enrolment from traditional catchment, but opportunity exists within the Greater Toronto and Hamilton areas.
Domestic Tuition Rates	**Very Low**	Regulated under MCU Tuition and Ancillary Fee Framework. Reduced then frozen by the current Ontario government.
International Enrolment	**High**	Internally restricted based on operating capacity. Strong demand for program offerings, and proven ability to recruit students.
International Tuition Rates	**Moderate**	Currently no government oversight. Offset by the MCU international student recovery expense. Restricted by market competition. Influenced by UWindsor international student tuition guarantee (ITG).
Other Revenues	**Moderate** (but limited)	Most are not regulated. Requires investment in the development of new business activities that align with our core competencies.

The following chart depicts UWindsor's increasing institutional reliance on tuition fees – especially international tuition fee revenue – as government operating grants have remained flat but the

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proportion of total operating revenue has declined (now forming only 30% of the Operating Budget). It is worth noting that this pattern is consistent with the experience at most other Ontario universities over the same period.

This shift in revenue sources, from 1:1 student academic fees-to-government operating grant, is now more than 2:1 and represents the foundation of structural financial challenges facing post-secondary institutions in Ontario. UWindsor, Council of Ontario Universities (COU) and Universities Canada continue to engage with all levels of government to advocate for stable funding for our sector, and fair and equitable access to post-secondary education for our students.

Chart 16: UWindsor's Shifting Operating Revenue Pattern
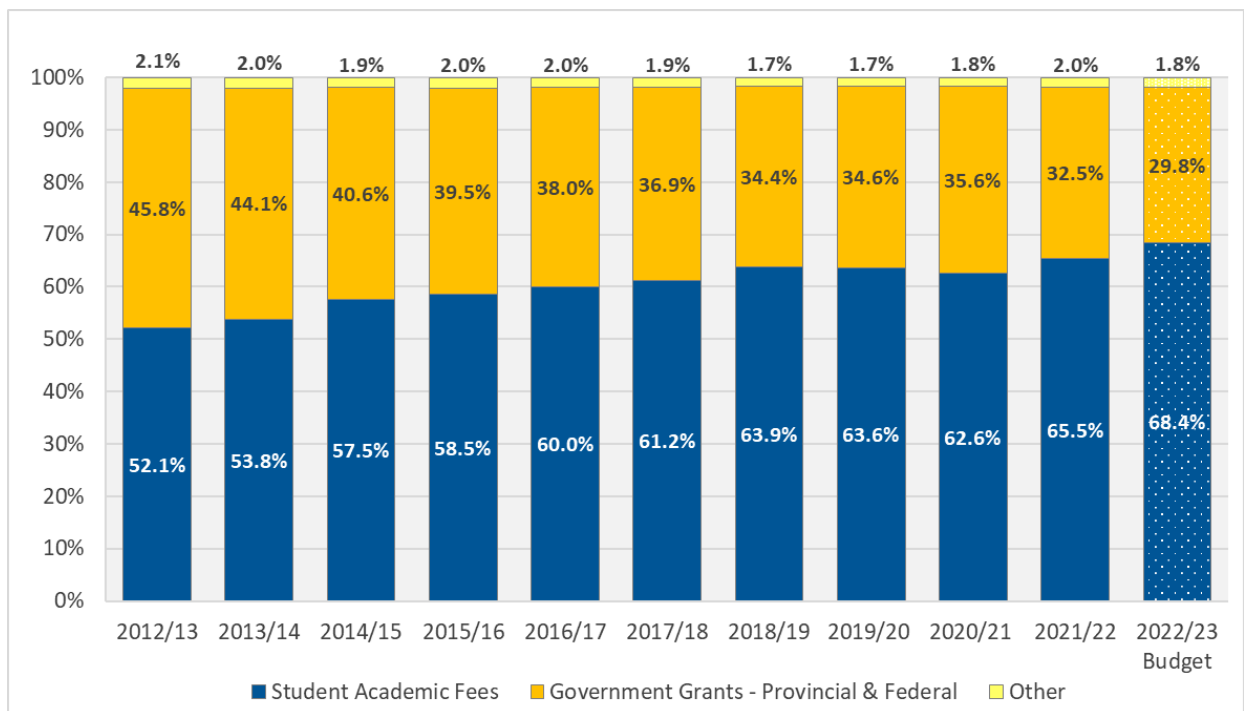
IV. OPERATING EXPENDITURES

The University has met its commitment to return to a balanced Operating Budget in 2022/23 as operating expenditures (including investment and reserve funds) amount to $336.0M; up $23.1M (or 7.4%) and equal to our base operating revenues (see Appendix A for further details). Balancing the budget in 2022/23 required a base budget investment of $3.63M to fund the operating deficit from 2021/22, which was funded on a one-time basis during the previous year.

Under the UWindsor ABB model, all operating units – revenue centres and shared-service units – are responsible for their full cost of operations, including all cost increases resulting from negotiated wage and benefit changes.

The largest single component of the institutional budget, comprising $248.2M, or approximately 73.9% of all budgeted expenditures, is the cost of employee salaries, wages, and benefits.

1. FACULTY & STAFF SALARIES, WAGES & BENEFITS

UWindsor operates with eight bargaining units and a non-union group, including:

1) Windsor University Faculty Association – Faculty, librarians, ancillary academic staff, and sessional instructors;
2) UNIFOR Local 444 – Campus Community Police & Parking Services;
3) UNIFOR Local 2458 Full-time – Office & Clerical Staff;
4) UNIFOR Local 2458 Part-time – Office & Clerical Staff;
5) UNIFOR Local 2458 Engineers – Stationary Engineers;
6) CUPE Local 1001 – Full- & Part-time Food Services, Housekeeping & Grounds;
7) CUPE Local 1393 – Technical Staff, trades, and professional staff; and
8) CUPE Local 4580 – Graduate and Teaching Assistants.

All UNIFOR and CUPE collective agreements are set to expire during 2022. Bargaining with all staff unions is beginning in April 2022 and has been a significant factor in planning for the 2022/23 Expenditure Budget. As has been our past practice, we have earmarked a portion of our Operating Expenditure Budget to accommodate potential salary rate and/or benefit plan changes associated with collective bargaining.

The benefit cost to the institution, which amount to approximately 20.3% of budgeted salaries and wages (prior year was 23.6%), can be classified into three main areas:

i)   Legislated Benefits
ii) Negotiated Benefits
iii) Pension Contributions

Of these three areas, contributions to the University's two pension plans – 1) the Employees' Plan, and 2) the Faculty Plan – which provide post-retirement support to faculty and staff, are budgeted at

approximately 8.7% of salaries and wages. Legislated benefit costs are budgeted at 6.7% and negotiated benefit costs at 4.9% of budgeted salaries and wages.

Pension Plan Costs

Planning for pension plan contributions is a continuous process due to the significance of these costs in our Expenditure Budget, and their volatile nature. The Financial Services Regulatory Authority of Ontario requires actuarial valuations to be completed at least every three years. These actuarial valuations dictate contribution levels required by the members of the Plans and by UWindsor.

Elective valuations were filed for both Plans as of July 1, 2021 due to much improved market conditions over our previous January 1, 2020 valuations. This new valuation will have significant positive outcomes on required contributions.   The next valuations for both plans will be required on or before July 1, 2024.

The Employees' Plan is fully cost-shared between UWindsor and the Plan membership. As of the July 1, 2021 valuation, the Employees' Plan is showing a going concern surplus (118%) as well as a solvency surplus (103%). The previous valuation was a going concern surplus and solvency deficit. Contributions to the Plan are shared evenly between the members and the University, with each group contributing a blended rate of 6.8%. This represents a decrease of 0.4% from the previous valuation. The total budgeted cost of the Employees' Plan (current service cost) for the University for 2022/23 is $3.8M.

The Faculty Plan is a hybrid plan comprised of two components: 1) a Money Purchase Plan component (MMP); and 2) the Minimum Guaranteed Benefit (MGB). Contributions to the MPP component for the Faculty Plan are currently 9% of pensionable earnings for plan members and 6% for UWindsor, subject to Income Tax Act annual contribution limits. UWindsor is solely responsible for funding the MGB liability, of 5.4% of earnings (a decrease from the previous valuation by 0.9%) which represents the amount paid to ensure pensions are at a defined benefit level as prescribed in the Plan. The total budgeted cost of the Faculty Plan (current service cost) for the University for 2022/23 is $11.3M.

The key financial impact for the University filing the July 1, 2021 valuation is that the plan moves into a surplus position on a going concern basis, and thus, the special payments will be eliminated. The Faculty Plan, which until the latest valuation had a going concern deficit, now has a going concern surplus (105%) and a solvency surplus (266% when excluding the money purchase component). The elimination of special payment contributions represents additional cost savings of $2.3M to the Operating Budget.

As valuations are not required again until July 1, 2024 (though the University can elect to file early if desired), the new contribution rates and elimination of special payments for the Faculty Plan provides much needed stability for the institution's benefit budget for a number of budget years.

Pension Stabilization Reserve

Results of the two recent valuations (January 1, 2020 and now July 1, 2021) have had a positive impact on the institution's operating budget. However, as we have seen over time, valuation results can fluctuate dramatically, and the risk of future pension special payments remains. In addition, we have seen volatile and at times, extraordinary market conditions in the shadow of the COVID-19 pandemic, which increases the risk that the expenses could change dramatically at the next valuation date.

Therefore, while savings are available for up to the three years while this valuation is in place, the future costs associated with special payments are currently unknown and will fluctuate based on a variety of external factors such as long-term interest rates.

During the 2021/22 Operating Budget, when Faculty Plan pension special payments decreased materially, UWindsor established a Pension Sustainability Reserve in the amount of $1.5M with a plan to increase the base again during the 2022/23 Operating Budget. This year, we are utilizing $1.3M from the pension special payment savings to increase the Pension Stabilization Reserve to $2.8M, with the objective of ensuring that within the next three years, the institution has sufficient base budget available to manage special payments in the event they were return to historically high rates, or a material increase in contributions was to return for the Employees' Plan. This strategy creates stability within the base budget for the coming years, while ensuring we are prepared for a potential material adverse change in the contribution amounts at the next valuation date (July 1, 2024).

Chart 17: UWindsor Pension Contributions (Employees' and Faculty Plans) (in $M)
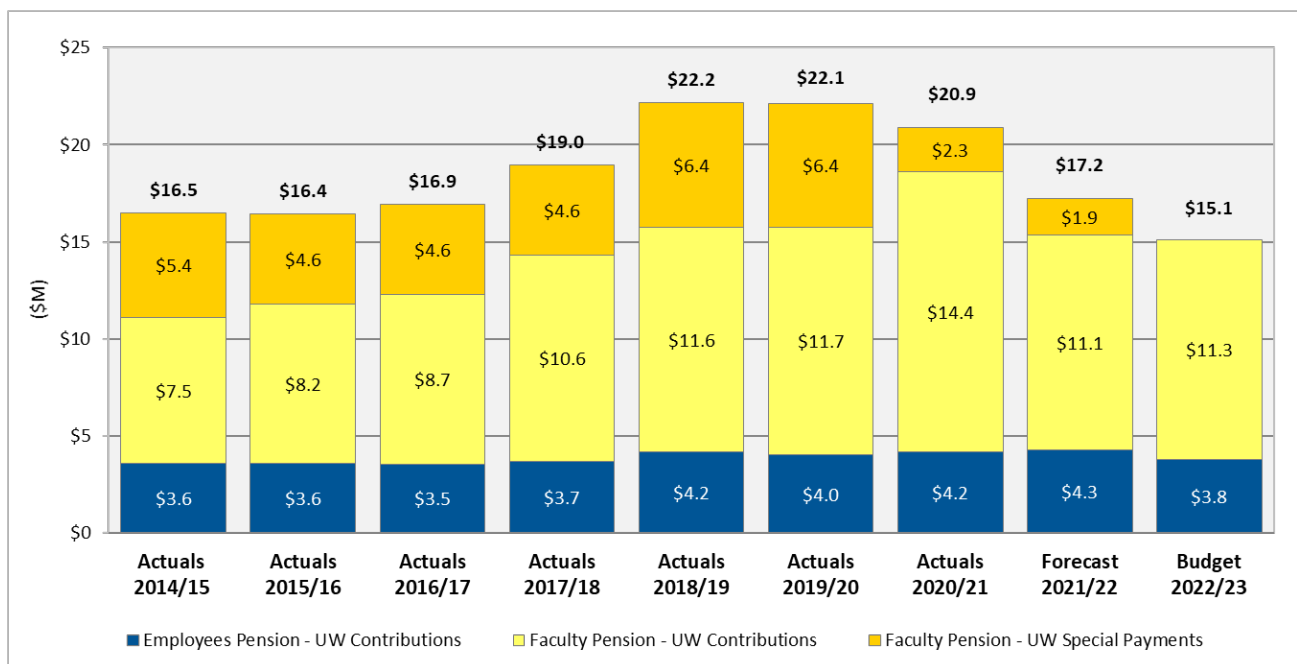
2. DIRECT COSTS OF ACADEMIC DELIVERY

Salaries, wages and benefits for faculty and staff working within Faculty units comprise approximately 89.1% of the direct Faculty expenditure budgets. The 2022/23 Operating Budget also includes $10.6M base budget in support of graduate and undergraduate teaching assistantships and a further $7.4M for other discretionary expenses.

The 2022/23 Operating Budget includes two new base budget investments specific to Faculties:

1. Indirect Research Funding ($1.25M)

This funding, equivalent to about half of the 70% Faculty share of indirect research funding received by the institution, will be allocated to Faculties to support research incentive programs that had previously been provided from the Research Stimulus Fund managed by the Vice President, Research office. This

program is a direct outcome of enhanced budget transparency provided under the ABB model and feedback received from the Budget Model Governance committee to provide Faculties with enhanced autonomy to support and incent faculty research. This funding will grow over the next few years to match 70% of the indirect research funding the institution receives.

2. Legacy Realignment Reimbursement Matching Program ($2.5M)

Many Faculties continue to host base budget realignment obligations dating back to the legacy budget models. These realignment budget obligations represent "negative budgets" applied within the Faculties base budgets. Faculties must treat these obligations by applying base savings against them as they become available. Managing these unaddressed base budget obligations from year-to-year is possible, but presents many challenges, especially given they were generated under historical budgeting models, no longer in use.

The Legacy Realignment Matching Program is designed to enable Faculties coping with large historical base budget realignments to free themselves of these obligations and return to solid footing as the institution adopts the UWindsor ABB Model. Under this program, Faculties with negative historical realignment obligations will have the opportunity to receive $1 of matching funding for every $1 of legacy realignment they clear. This is an effective strategy to right-size faculty budgets, and to ensure all Faculties are coming into the early years of the UWindsor ABB Model on even footing. The details of the plan and its application will be determined by the Provost Budget Committee in the coming months.

Faculty Expenditure Budgets

In total, the eight revenue centres (Faculties) receive a base expenditure budget in support of the direct costs of academic delivery equal to $165.4M – after netting against $1.9M of direct faculty miscellaneous revenues and $5M of historical realignment obligations. This is an increase of $6.2M (or about 3.9%) over the prior year. The chart below provides a breakdown of this budget by Faculty.

Chart 18: Base Expenditure Budgets by Faculty (in $M)
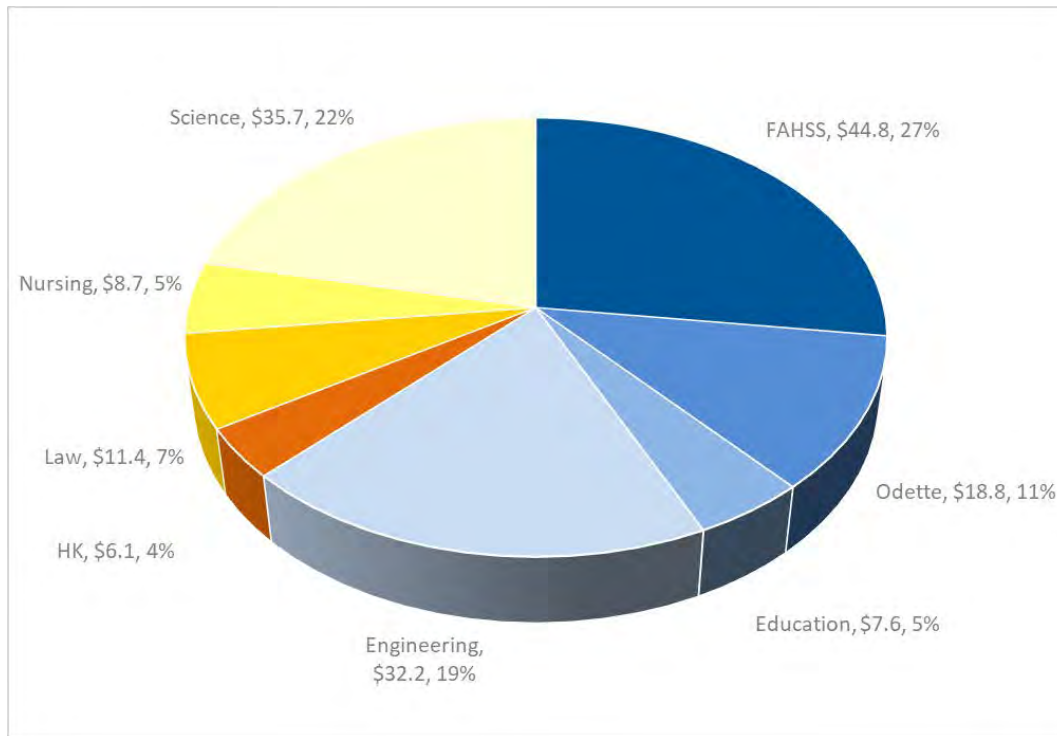
As previously explained, Faculties will continue to see their base expenditure budgets adjusted – invested in or realigned against – based on their respective net positions and as governed by their respective approved Faculty Financial Sustainability Plans (FFSPs). As the FFSPs have not yet been completed or approved, the investments and realignments for the 2022/23 fiscal year have not yet been applied but will be applied mid-year under the direction of the Provost Budget Committee and the Executive Leadership Team.

3. SHARED SERVICE COSTS

Costs of delivering key services in support of academic and research activities of the institution can be broadly divided into two categories:

1) Costs directly linked to supporting the student experience; and
2) Costs indirectly linked that provide the infrastructure from which services can be provided.

Within the first category are costs related to Academic & Student Support, the Library, Outreach and Communications, and Scholarships. The second category includes the costs of Facilities (including Utilities), Information Technology Services, Equity, Diversity, Inclusion and Decolonialization, Administration, and Debt Financing. The chart below provides 2022/23 budget details for the shared-service areas:

Chart 19: Shared-Service Cost Budgets (in $M)
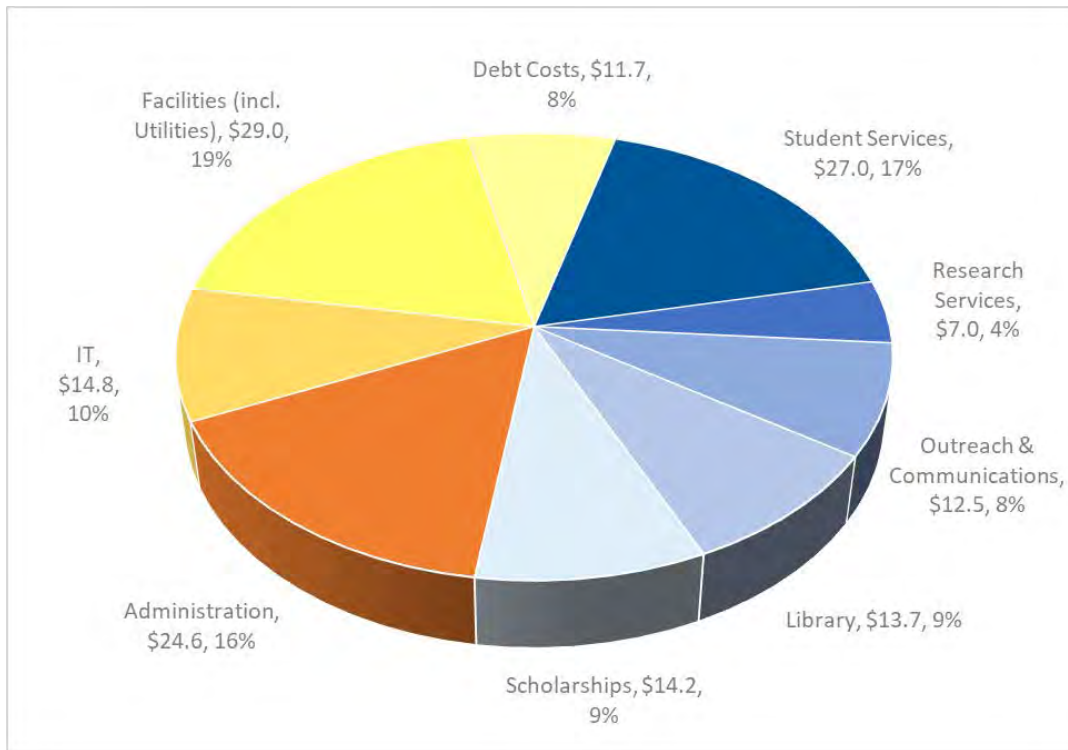
Significant areas of investment into the base budgets of the shared service areas in the 2022/23 Operating Budget include:

- $1.5M in support of student recruitment and marketing costs, including topping up the international recruitment partner budget to manage an increase to international student counts.
- $1.5M for utility and facilities increases reflecting inflation and including support for the new Toldo Lancer Centre and 300 Ouellette Avenue building that will begin service in 2022.
- $1.3M in incremental support for the student experience, including Ancillary operational costs. This includes the reallocation of debt costs previously allocated to Residence Services for buildings that have been decommissioned.
- $1M to cover annual UWinsite ERP license and maintenance fees from the Operating Budget – the first 5 years of licenses and maintenance fees were included as part of the capital project.
- $1M investment in restructuring of Human Resources as well as to establish the new Diversity, Indigeneity & Anti-Racism Professional Development Fund negotiated in the 2021 WUFA Collective Agreement, to increase the budget for the Pension Benefit Guarantee Fund and top up the legal fee and arbitration budget.
- $640K funded from increased Athletics & Recreation Fees to provide additional student employment opportunities in the new Toldo Lancer Centre, partially offset by student fees.
- $600K to continue to establish the Vice President, Equity, Diversity & Inclusion office.
- Various investments required to fund inflationary pressures (i.e. faculty professional development funds, Library electronic resources, IT enterprise systems, repairs and maintenance, utilities, legal fees, etc.).

Ancillary Areas

Ancillary Operations include those departments essential to the holistic experience of students, faculty, and staff, including Food Service, Residence Services, Campus Bookstore, and Parking Services. These are all very capital-intensive operations that held a historic philosophy of being self-supporting with contributions to the University Operating Budget.

The Ancillary areas budgets are not included in the 2022/23 Operating Budget of the institution and are separately approved by the Board of Governors.

V.   STRATEGIC INVESTMENT & RESERVE FUNDS

Strategic Investment Funds are established to support institutional strategic priorities and enable the institution to execute on key initiatives. Reserve funds serve to mitigate institutional risk.

The table below provides year-over-year comparison of Strategic Investment and Reserve Funds in the Operating Budget:

Table 5: Strategic Investment & Reserve Funds (in $000s)

Fund Name	2021/22 Budget	2022/23 Budget	Variance
Strategic Priority Fund	$4,000	$5,308	$1,308
For the Future Fund	825	3,000	2,175
Research Support and Strategic Research Activity Funds	900	900	0
Deferred Maintenance Fund	1,335	2,000	665
Pension Stabilization Reserve	1,500	2,800	1,300
Energy Sustainability Reserve	1,500	2,000	500
Total	**$10,600**	**$16,008**	**$5,948**

Strategic Priority Fund

Originally established during the 2021/22 Operating Budget, the Strategic Priority Fund (SPF) is aligned with institutional priorities, including:
- Equity, Diversity & Inclusion
- Outreach & Community
- Research & Innovation
- Student Experience
- Health & Safety
- Sustainability & Accountability
- Putting People First

As compared to 2021/22, we have added one additional priority area for 2022/23, Putting People First. Changes are currently being implemented within the Human Resources department as a new approach is being developed to better support long-term planning and coordination within the department. It is anticipated this will result in improved understanding of financial considerations and labour budget planning moving forward.

The first Strategic Priority Fund established under the UWindsor ABB Model was created in 2021/22 for $4M. During 2021/22, $1.7M of funding was spent on the key priority areas identified above, and another $2.8M was earmarked for strategic initiatives in 2022/23 and beyond. The incremental investment in 2022/23 means that there are $2.5M in unencumbered funds available for use at the institution's discretion.

Examples of projects or initiatives committed to for 2022/23 under certain focus areas include:

Equity, Diversity & Inclusion

- Launch of the 12 Black Scholars initiative, to be implemented over the next several fiscal years
- Further campus-wide training and learning initiatives for faculty, staff, and students

Outreach and Community

- Creation of a Community Engagement Officer
- Development of a government relations strategy

Research and Innovation

- Feasibility study and governance review of potential UWindsor partnership in a Health Innovation Park partnership with Windsor Regional Hospital

Student Experience

- Improved support for Indigenous students including Aboriginal Education Centre supports and Indigenous outreach coordination
- Supporting the cost of Residence infrastructure improvements
- Dedicated student lounge space for students in the Faculty of Arts, Humanities and Social Sciences

Health and Safety

- Continued investment in the campus's physical and technical infrastructure, to ensure a safe return to campus environment
- Support for the Chemical Control Centre
- Lighting and safety projects for the downtown campus

Sustainability and Accountability

- Development of an Environmental Sustainability office
- A new Legal Counsel position to relieve recent reliance on contracted legal firm support

Putting People First

- Development of an Office of Quality Improvement
- Investment in the Human Resources department including a new Wellness Coordinator position.

2022/23 is expected to be the final year for these priority areas, as we shift towards aligning strategic priority funds towards the institution's Strategic Plan 2022 - 2027.

For the Future Fund

Following the COVID-19 pandemic, the institution has identified the need for general reserves to be available for the unexpected. The Budget Model Redesign Committee set a goal of establishing a Base Fund approximately equal to 1% of total revenues in the first five years of implementation.

Research Stimulus and Strategic Research Activity Funds

The Research Stimulus Fund ($200,000) introduced under the former budget model (UWindsor ECM) continues under the purview of the Vice-President, Research and Innovation and is allocated with the intention of building upon research strengths; enhancing future research funding, especially from the Tri-Council; and enhancing graduate training and experiential learning. The guiding principle is that research activities that will receive the highest priority for funding will be those that have the greatest potential for attracting additional funding to the University.

The new UWindsor ABB Model proposes that revenue received from the federal and provincial government in support of the indirect cost of research as well as contract overheads (other than the PI's 20% share) be pooled, and that 70% of that pool be allocated to the Faculties with 30% allocated to the Strategic Research Activities fund.

A three-year transition plan has been developed to fund the Strategic Research Activity Fund to this 30% level (approximately $1M). The 2022/23 Operating Budget includes a $700,000 base budget for strategic research priority initiatives under the direction of the Vice President, Research and Innovation office. As the allocation to the Strategic Research Activity Fund increases over the three years, the Research Stimulus Fund is expected to decrease.

In addition to these centrally managed strategic research incentive funds, it is important to remember that under UWindsor ABB, each Faculty receives a percentage share of the indirect research incentive grant received by the institution for use by the Faculty in year on stimulating and supporting research. The total strategic funds available for research purposes, both centrally and within the Faculties in the 2022/23 Operating Budget are $2.1M, including the Research Stimulus and Strategic Research Activity Funds described above.

Deferred Maintenance Fund

As UWindsor shifts away from the heavy "build" phase of our Campus Transformation Strategy, there is a need to focus more on the maintenance of our existing campus physical assets. Ongoing improvements and maintenance of existing buildings is of utmost importance as properly maintained facilities reflect the pride of the institution. A number of new assets have been brought online since the Deferred Maintenance Fund was established in 2016/17 including the Armouries, the Alan Wildeman Building, and Essex CORe, amongst others. Based on the size of our asset base and the inflationary pressures on cost of construction, an increase in the Deferred Maintenance Fund to $2M will help to secure our assets for the long term.

Pension Stabilization Reserve

The Pension Stabilization Reserve Fund is explained in *Section IV. Operating Expenditures*.

Energy Sustainability Reserve

The 2021/22 Operating Budget refined the utility budget based on historical usage trends and projected rate changes to better reflect expected utility costs.

When reflecting on future risks to the institution, it is important to reflect on the impacts of climate change and government regulation on energy. As an example, carbon taxes designed to reduce gas emissions could have a marked effect on energy costs at UWindsor. If government policy ever obligates publicly funded institutions adhere to a zero-carbon emission standard, operating costs could increase materially and quickly.

Considering this risk, the 2022/23 Operating Budget maintains a base Energy Sustainability Reserve of $2M to mitigate the risk of any future increase in the cost of energy.

This base budget would be available for use in the short-term to fund sustainability initiatives on campus, including matching government funding for capital or repair projects, and will remain available to return to the utilities base budget if rates should increase unexpectedly. UWindsor will continue to track government policy and energy costs and adjust the reserve as required in future operating budgets.

VI.   CONCLUSION

While we emerge from the shadows of the COVID-19 pandemic, it remains clear that we are in extraordinary and uncertain times.   The 2022/23 Operating Budget strikes a balance in making crucial investments in priority areas while remaining fiscally prudent, supporting reserve funds and budgeting enrolment on a multi-year basis to ensure we do not overcommit for the size we aspire to be.

The 2022/23 Operating Budget signals continued support for the future we aspire to have as an institution, including enhancement of the international student experience, achievement of academic and research excellence, being stewards of environmental sustainability and strengthening our ongoing work to create an inclusive, welcoming, and equitable campus.

APPENDIX A: 2022/23 OPERATING BUDGET

	2021/22 RECLASSIFIED BUDGET	2022/23 PROPOSED BUDGET	% OF TOTAL 2022/23 BUDGET	$ INCREASE/ (DECREASE) TO 2021/22	% INCREASE/ (DECREASE) TO 2021/22
	($000s)	($000s)		($000s)	
OPERATING REVENUE					
Student Academic Fees	$ 206,526	$ 240,865	71.7%	$ 34,339	16.6%
Less: Enrolment Contingency Reserve	(4,000)	(2,000)	(0.6%)	2,000	(50.0%)
Less: Extraordinary Enrolment Offset	-	(9,000)	(2.7%)	(9,000)	100.0%
Government Grant - Provincial	97,372	96,665	28.8%	(707)	(0.7%)
Government Grant - Federal	3,295	3,327	1.0%	32	1.0%
Investment Income	2,810	2,734	0.8%	(76)	(2.7%)
Other Revenue	3,303	3,418	1.0%	115	3.5%
TOTAL OPERATING REVENUE	$ 309,306	$ 336,009	100.0%	$ 26,703	8.6%
OPERATING EXPENDITURES					
Faculty Expenditures	$ 159,248	$ 165,405	49.2%	$ 6,157	3.9%
Research Services	6,907	7,040	2.1%	133	1.9%
Outreach & Communications	10,751	12,499	3.7%	1,748	16.3%
Academic & Student Services	24,818	26,989	8.0%	2,170	8.7%
Library	13,461	13,717	4.1%	255	1.9%
Scholarships	13,903	14,198	4.2%	295	2.1%
Administration	21,845	24,643	7.3%	2,798	12.8%
Information Technology	13,469	14,809	4.4%	1,340	9.9%
Facility Costs (including Utilities)	27,567	29,023	8.6%	1,456	5.3%
Debt Costs	10,907	11,679	3.5%	772	7.1%
Subtotal Base Operating Expenditures	$ 302,876	$ 320,001	95.2%	$ 17,124	5.7%
STRATEGIC INVESTMENT & RESERVE FUNDS					
Strategic Investment Funds	$ 7,060	$ 11,208	3.3%	$ 4,148	58.8%
Reserve Funds	3,000	4,800	1.4%	1,800	60.0%
Subtotal Strategic Investment & Reserve Funds	$ 10,060	$ 16,008	4.8%	$ 5,948	59.1%
TOTAL EXPENDITURES	$ 312,936	$ 336,009	100.0%	$ 23,072	7.4%
BASE OPERATING POSITION (DEFICIT)	$ (3,630)	$ 0	0.0%	$ 3,631	(100.0%)
ONE-TIME FUNDING		3,630			
BALANCED OPERATING BUDGET		$ 0			

APPENDIX B: 2022/23 PROVINCIAL GRANTS

	2021/22 RECLASSIFIED BUDGET	2022/23 PROPOSED BUDGET	% OF TOTAL 2022/23 BUDGET	$ INCREASE/ (DECREASE) TO 2021/22	% INCREASE/ (DECREASE) TO 2021/22
	($000s)	($000s)		($000s)	
PROVINCIAL GRANT					
Core Operating Grant (COG)	$ 54,560	$ 45,634	13.6%	$ (8,926)	(16.4%)
Performance (Differentiation) Grant	38,518	47,444	14.1%	8,926	23.2%
Sub-Total	$ 93,078	$ 93,078	27.7%	$ -	0.0%
Special Purpose Grants	$ 1,435	$ 1,435	0.4%	$ 0	0.0%
Collaborative Nursing	5,287	5,500	1.6%	213	4.0%
Other Provincial Brants	372	372	0.1%	0	0.0%
International Student Recovery	(2,800)	(3,720)	(1.1%)	(920)	(32.9%)
TOTAL PROVINCIAL GRANTS	$ 97,372	$ 96,665	28.8%	$ (707)	(0.7%)

University of Windsor
Senate

5.2.2:   **Leddy Library Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

To view the full 2020-2021 Leddy Library Annual Report, go to the following website:
https://leddy.uwindsor.ca/key-documents/annual-reports-strategic-planning

Leddy Library Annual Report to APC, 2020-2021

1. Executive Summary

A. Introduction

The Leddy Library facilitates and transforms learning, research, and teaching by providing services, collections, and physical space to meet the needs of our community of students, staff, faculty, and researchers. Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law, which is served by the Paul Martin Law Library. The Leddy Library includes the Centre for Digital Scholarship, the University Archives and Special Collections, and the Academic Data Centre.

The library houses a collection of almost 1.7 million titles in all formats, including roughly 1,000,000 unique e-book titles and 100,000 e-journal titles. There are more than 15,000 digital objects available through the Leddy Library's institutional repository, *Scholarship @ UWindsor*. Additionally, the Leddy Library has built a comprehensive collection of online, full-text databases, journals, reference tools, and indexes to meet the needs of the campus faculties, schools, centres, and institutes.

As digital resources have grown, the library has transitioned away from print-based journals and books, and funding for this material has been re-directed to electronic resources. Leveraging of library funding for digital resources has taken place through provincial (Ontario Council of University Libraries) and national (Canada Research Knowledge Network) consortial agreements, resulting in a complement of resources that compares well to other Ontario and Canadian institutions.

Our virtual branch, the Leddy Library website, is as important as the two buildings that contain our physical campus environment. It connects library patrons near and far with our services and collections. During the reporting year, the Leddy Library website committee undertook a complete website re-design. The new website includes a transformed homepage to make it easier for users to find the information they use most frequently and to stay up to date on library news. The website's main navigation allows users to explore content organized under four main headings: *Search Our Collections*, *Use the Library*, *Learning and Research Support*, and *About Us*. In the spring of 2021, the campus community was invited to preview the beta version of the site through surveys and user testing to provide feedback before the Fall 2021 implementation launch.

Like other units on campus, the Leddy Library adapted its services to meet the needs of the university community while complying with provincial and campus health and safety regulations due to COVID-19.

As restrictions began to ease in July 2020, the library was able to begin modifying services and launched initiatives such as Contactless Pickup and Digital Delivery to ensure users had access to the library's physical collections. By mid-summer, the Leddy Library had implemented a new appointment system that allowed patrons to reserve physically distanced computer workstations and study spaces in the building as well as resumed access to the Statistics Canada Research Data Centre. The library was able to safely welcome over 400 students who booked personal study space through the online reservation system and loaned 4,538 books through Contactless Pickup.

The library continues to provide full-text access to a variety of electronic books and journals that have been critical in meeting the needs for teaching, learning, and research on campus. Leddy Library's rich digital collection has evolved to meet the information needs of the University's faculty and students as they balance the remote learning and gradual return to on-campus learning. Roughly 7,000 pages were scanned for the new Digital Delivery service and 717, 378 electronic resources were used. More than 1,000 Course Resources were also digitized for online classes resulting in nearly 43,000 loans of e-reserve items.

The teaching and instruction work of librarians also evolved throughout the reporting year. The library delivered 70 teaching presentations using virtual technology and 135 recorded teaching presentations to view asynchronously.

B. Goals and Objectives of Reporting Year

1. *Provide an exceptional undergraduate experience*:

- ### Outstanding Scholar project: Assumption College

  UWindsor Student, Devon Fraser, captured the unique history of the University with her capstone research project, *Assumption College: Through the Decades*. Fraser, a history major and recent graduate, was part of the Outstanding Scholars program, which pairs high-achieving students with faculty and pays them to complete research outside of class. She was paired with Leddy Librarian, Heidi Jacobs, during her second year of undergraduate studies to assist with various historical projects including the *Breaking the Colour Barrier*, a project that focused on the Chatham Coloured All-Stars baseball team from the 1930s, and the Centre for Digital Scholarship's film and web project, *The North Was Our Canaan: Exploring Sandwich Town's Underground Railroad History*, a partnership with the Essex County Black Historical Research Society. With Jacobs as her mentor, Devon was ready to pursue her own historical research project. Inspired by her grandfather, who was employed by the architectural firm that designed the first campus library in 1958 (now the West Building of Leddy Library), she decided to dive into the history of the University. *Assumption College Through the Decades*, a website featuring text and images, provides an overview of Assumption's long and storied history from its inception in 1857 to its incorporation into the University of Windsor in 1963. With over 100-years of history as an independent institution, notwithstanding its current existence as an affiliated university, the history of the college showcases stories of resilience, faith, and determination in creating a university to serve the needs of the community in Windsor.

- ### Indigenous fry bread challenge

  The Leddy Library teamed up with the Turtle Island Aboriginal Education Centre to challenge the UWindsor community to learn about Indigenous history, traditions, and culture during Indigenous History Month. Each week a variation of a recipe for fry bread, a common staple of Indigenous cuisine also known as bannock, was shared for patrons to make at home and submit for a chance to win a copy of *Tawâw: Progressive Indigenous Cuisine*, by Shane M. Chartand and a $50 grocery store gift card.

- ### Transition to virtual semester

  As COVID cases continued to surge across Ontario, the University of Windsor opted for full remote learning for the Fall 2020 and Winter 2021 semesters. Like other units across campus, the Leddy Library was quick to innovate new ways to engage and support students and patrons. All meetings and events moved to online platforms. In addition, librarians and data experts implemented Blackboard and Microsoft Teams options to safely host research consultations with students and faculty. The Leddy Library not only was called upon to transition to virtual services but was also required to be onsite to ensure our campus community had physical and digital access to library material. Extensive protocols were created to ensure the safety of staff and users. Considerable portions of the library staff were required back on campus to digitize materials for Digital Delivery, provide Contactless Pickup, and receive and catalog new materials.

- **Gradual re-opening**

  As COVID cases began to decline in the Windsor-Essex region, the Leddy Library began to gradually re-open in-person services on campus. With all classes taking place online, the Library understood that some students may not have sufficient computing or specialized software at home to support their studies and it was important for the library to resume access to computer workstations in a safe manner. The library opened 10 socially distanced computer workstations in the fall that allowed students to make appointments to come into the library to use the computers. Following the success and safe resumptions of computers, the library began to offer students the option to reserve personal study rooms and study pods for 3-hour appointments. The library was able to maintain these services and modify them as needed when the Windsor-Essex regions moved through the various stages of re-opening.

- **Student appreciation exam bags**

  With campus buildings closed and remote learning in full swing, the Leddy Library was eager to innovate new student appreciation incentives. With the success of Contactless Pickup, the library offered students the opportunity to sign up and pick up a Leddy Library exam bag. Each bag was decorated with positive messages and packed with treats, study supplies, and de-stress activities to help students get through the exam season.

2. *Pursue strengths in research and graduate education*:

- **Academic Data Centre**

  The Academic Data Centre (ADC) continued to support researchers remotely through a wide offering of services, including remote virtual desktop to access statistical software, as well as real-time consultative support through Blackboard Collaborate. In-depth data consultation support, including high end statistical consulting, continued to make up a very significant service commitment. Between July 1, 2020, and June 30, 2021, ADC data specialists logged 326 data consultations. The ADC team also provided a series of virtual workshops between February and April 2021. The attendance was notably high compared to previous in-person offerings. The following sessions were held:

  - Getting Started with Stata
  - Guidance for Analyzing 2016 Census Microdata
  - Research Data Management at the University of Windsor
  - Introduction to R
  - Mapping the Census with R
  - Introduction to Linear Regression in R
  - Introduction to Data Visualization in R using ggplot
  - Discovering Data for Your Research
  - Survey Design and Analysis Using Qualtrics
  - Introduction to GIS with ArcGIS Pro
  - Creating Web Maps with ArcGIS Online

- **Windsor Review rebrands to provide open access**

  The Windsor Review, a long-standing journal that began in 1965, relaunched as an open access resource thanks to Leddy Library. The journal features both scholarship and creative writing and is published biannually by the University of Windsor's Faculty of Arts, Humanities, and Social Sciences and the Department of English and Creative Writing. The journal currently features poetry, fiction, creative nonfiction, and review essays. Over the years the journal has evolved with technology, moving from print to digital formats, yet always remained behind an access barrier. Open Access

publishing encourages free, unrestricted access to content for readers without barriers or fees. To facilitate the open access publishing process, the Library's Centre for Digital Scholarship worked with *The Windsor Review* team to streamline the process and built a new website for the journal, which included an electronic submission function that allows writers to submit their work for publication online.

- **Research data management**

    The Leddy Library continued to lead strategic planning for campus-wide research data management services and support in collaboration the Office of Research and Innovation Services, the Research Ethics Board, and Information Technology Service through the work of the Research Data Management Steering Committee as well as a newly formed Research Data Management Advisory Group made up of key data stakeholders at UWindsor. Key accomplishments during this time included the customization of a Data Management Planning (DMP) Assistant for the University, a needs assessment to inform the development of the institutional research data management strategy as well as the launch of a comprehensive website for supporting research data management services.

3.   *Recruit and retain the best faculty and staff*:

- **Service excellence mandate**

    The University launched a Service Excellence Mandate in 2020 and recruited employees to help implement strategy and content. The mandate assists employees of UWindsor to work together to create a consistent and exceptional service experience across campus. The Leddy Library was involved in both the strategic plan for the service excellence mandate and the content, as it was a recognized leader in this area. Subsequently, the library delivered workshops such as *Making every interaction an exceptional experience, Identifying needs and solving problems,* and facilitated *Expanding diversity perspectives in service delivery*.

- **Anti-Black Racism book club**

    In February 2021, Leddy Library launched the Anti-Black Racism (ABR) Book Club –a virtual book club that brings together librarians and library staff (from both the Leddy Library and the Law Library) to collectively read books that help to inform individuals about Anti-Black Racism. It is an opportunity for the library community to learn about and engage with issues of Anti-Black Racism. Across the two libraries, there were 18 members who joined. The first book the club read was titled *So you want to talk about race*, by Ijeoma Oluo. These books are now being circulated as a set to other campus departments who wish to start a book club.

- **Leddy recognized with OHREA award**

    The Leddy Library was recognized for its efforts in exemplifying Human Rights, Equity and Accessibility through its participation in many initiatives in 2020. Pascal Calarco accepted the award on behalf of the library during the online award ceremony that took place in February 2021. The library facilitated initiatives to improve the experience of those with physical disabilities, to support and advance Indigenous resources, incorporate Indigenous symbolism and architecture to create a more welcoming space, participated in the *Breaking the Colour Barrier* project which recognizes and promotes the successes of black athletes in Canada, and participated in an archive project to highlight Queer stewardship and history. In addition, Leddy Librarians and staff participate in Equity,

Diversity and Inclusion (EDI) programming, advocate leadership on EDI in Canadian libraries, and try to improve EDI efforts in librarian and staff hiring.

- **Archivist joins Maple Leaf Route webinar**

  Leddy Library's archivist, Dr. Sarah Glassford, joined the Maple Leaf Route, a nine-part webinar series to raise awareness and foster interest in Canada's military history in Europe. Her lecture was drawn largely from her chapter in *Making the Best of It: Women and Girls of Canada and Newfoundland during the Second World War*, a recently published book she co-edited. Glassford told stories — gathered from letters, diaries, and oral histories — of the 641 women of the Canadian Red Cross Corps Overseas Detachment who provided support services for Canadian military personnel.

- **Librarian releases joint book**

  Leddy librarian Dr. Heidi Jacobs and English professor Dale Jacobs turned their love of baseball into a published book. Over the course of the summer in 2017, the two made a commitment to watch 50 baseball games in sandlots and stadiums that were all within a 100-mile radius of their home in Windsor. Together they documented their entire experience in a joint book entitled *100 Miles of Baseball: Fifty Games, One Summer*, which was released in March of 2021.

- **New University Librarian appointed**

  Dr. Selinda Berg was appointed to take on the role of University Librarian effective July 1, 2021. Since 2018, Dr. Berg held the position of Associate University Librarian at the Leddy Library, where she managed the primary portfolio for faculty and academic affairs and departmental portfolios for systems and information services. Dr. Berg came to the University of Windsor as a Health Sciences Librarian, supporting the Schulich School of Medicine's Windsor Campus in July 2008, and has also held the role of Department Head for Information Services.

4. *Engage and build the Windsor and Essex County community through partnerships.*

- **Vaccine pharmacy locator**

  Leddy Library's geospatial data analyst, Carina Luo, used geographic information system (GIS) data, to create an app to help people locate pharmacies to get the COVID- 19 vaccine. In early 2021, Windsor-Essex was one of three regions in the province where people aged 60 to 64 could book an appointment with participating pharmacies to receive the AstraZeneca COVID-19 vaccine. The app allowed users to input an address or use the map to view pharmacies within a specified search radius and find detailed information including the address, phone number, operating hours, and website where people could book appointments. The app also allowed users to review other data layers which contained demographic information about neighbourhoods, such as the percentage of people aged 60 to 64, population density, and population income. Not only did the app help the community find vaccines, but it was also useful for public health researchers, practitioners, and administrators to analyze the relationship between current vaccine sites with geographic distributions of target populations to see if there were any service gaps to improve the vaccine distribution planning and implementation.

- **Rampike magazine online archive**

  The complete *Rampike* series, a cutting-edge literary magazine dating from 1979 to 2016, is now available as an online archive hosted by the Leddy Library. Throughout its 36-year run, *Rampike*

featured over 4,000 pages of prize-winning and ground-breaking international writers, artists, and theorists including Paul Auster, Iain Baxter, George Elliott Clarke, Jacques Derrida, Susan Gold, Phil Hall, Tomson Highway, Linda Hutcheon, Thomas King, Julia Kristeva, Alistair MacLeod, Eugene McNamara, Norval Morrisseau, NourbeSe Philip, Brenda Pelkey, Nino Ricci, Anne Waldman, David Foster Wallace, and many others. Among its contributors were UWindsor faculty and alumni. Among its contributors were UWindsor faculty and alumni, and local talents such as Marty Gervais, Lucy Howe, Mark Laliberte, Zeke Moores, and Gustave Morin. Its record of diverse and vibrant local research culture made *Rampike* a prime candidate for archival digitization at the Leddy Library. The library built a team with collective knowledge ranging from archival concerns, systems expertise, scanning, and long-term digital preservation to organize files, develop metadata, and create the website where the publication is now preserved for future generations.

- Historic newspaper rescue

  When Postmedia suddenly closed 15 Canadian community newspapers in May of 2020, five local weekly papers were removed from Windsor-Essex communities: the *Kingsville Reporter*, the *Lakeshore News*, the *LaSalle Post*, the *Tecumseh Shoreline Week*, and the *Tilbury Times*. Newspaper profitability has been declining for decades, but media companies, like other businesses, had been hit hard by the economic impacts of the COVID-19 pandemic and suffered further declines in revenue. Following the closure announcement, Leddy Library Archivist Dr. Sarah Glassford reached out to all five local newspapers with an offer to rehouse their back issues in the library's Archives and Special Collections. Editors from two of the five papers responded to the offer and were happy to secure new homes for their paper's rich historical legacy that may have otherwise ended up in a recycling bin. Masked and socially distanced volunteers from the Kingsville-Gosfield Heritage Society, *Kingsville Reporter,* and Leddy Library coordinated the packing, transportation, and unpacking of the newspaper's archive from Kingsville to Leddy Library. Shortly after, the archives also received a small delivery of back issues from the *Lakeshore News.* The *Lakeshore News* and *Kingsville Reporter* newspapers had a collection of issues going back roughly 125 years that are now safely stored in the archive's climate-controlled, secure vault. As pandemic conditions permit, staff are cataloguing the papers and taking emergency conservation steps. The Leddy Library's Archives and Special Collections intends to eventually digitize some of the older fragile issues that will allow the library to better preserve them. Digitization will also increase public access to the collection by sharing through online initiatives such as *Our Digital World, a* newspaper database supported in part by Leddy Library.

- The North Was Our Canaan

  Leddy Librarian, Dr. Heidi Jacobs, helped produce *The North Was Our Canaan*, a local documentary that shares the story of those who crossed the Detroit River into Sandwich seeking freedom from slavery. Directed by Anushray Singh (MFA 2020) and produced by local historian Irene Moore Davis and Dr. Jacobs, it featured the voices of descendants residing in historic Sandwich Town and was screened at the Montreal Independent Film Fest. Library resources played a key role to help uncover and visualize the story. Many of the visual elements used to complement the documentary were filmed at the Leddy Library, such as historical maps, microfilm of *Voice of the Fugitive*, the first Black newspaper published in Canada, and consulted several resources from the library's Archives and Special Collections, including *Narrative of the Life and Adventures of Henry Bibb, an American slave* from 1850. A website containing the film, additional information, and historical context is hosted by the library's Centre for Digital Scholarship as an online exhibit.

5. *Promote international engagement*:

- **Michael Chekhov digitization and online archive**

  International scholars, researchers, and performers can access the works and methods of Michael Chekhov through a new digital archive available through the Leddy Library. Chekhov is famous in the theatre community for his psychophysical style of performance that favours the actor's imagination and takes the primacy away from the director to shift the focus on the actor. *The Actor is the Theatre* is a collection of manuscript notes by Deirdre Hurst du Prey, documenting the work of the Chekhov Theatre Studio from 1936 to 1942. In early 2003, du Prey donated one of four carbon copies of the 3,600-page manuscript to the University of Windsor's Archives and Special Collections at the Leddy Library. Over the course of a decade, the documents were digitized by the Leddy Library under the guidance of drama professor Lionel Walsh and retired archivist Brian Owens to be used in an online exhibition developed by the library's Centre for Digital Scholarship. In addition to the manuscript, the Michael Chekhov Estate, the Michael Chekhov Association, and the family of Nonny Gardner Cangelosi have contributed several archival photographs to visually enhance the collection.

- **Polonia 20th anniversary virtual collection**

  The Leddy Library celebrated the 20th Anniversary of the Polonia Collection, a unique cultural collection initiated by the generous funds of the Polish Community in Windsor, with a virtual display. In the summer of 2000, members of the local Polish social club sought to support a book fund after noting a lack of reference material documenting the contemporary history of Poland, its culture, and its role in the fight to destroy Soviet communism in Europe. By that fall, the Polonia Centre presented the Leddy Library with the inaugural donation to begin building the Polonia Collection and worked with librarians to identify 48 items that would act as a starting point for the collection. The generous act has since become a noble tradition of the Polish Club to support the Windsor community by investing in the education of its youth. Each year the club generously provides funding to expand the collection and over the 20 years relationship, the total amount donated has exceeded $56,500. The collection not only serves to promote and preserve the very strong and vibrant Polish heritage in Windsor and Essex County but also provides significant support for University of Windsor students and faculty in their learning, course work and research.

- **English Conversation Group moves online**

  The English Conversation Group (ECG) at the Leddy Library has typically been an in-person initiative. However, it has pivoted to offering virtual sessions for the first time in the program's history due to the COVID-19 pandemic. By using flexible online teaching formats, creating small breakout groups, and encouraging students to share their distinct cultures and experiences, the ECG has been successful in assisting international students to interact with university life and improve their English language skills as well as learn to use the academic resources of Leddy library. The ECG has been recognized as an important point of contact for international students who wish to feel more engaged with Canadian academics and the University of Windsor. A total of 465 students joined during the reporting period from countries all around the world such as India, China, and Turkey.

C. Successes

- The Leddy Library is a vital part of the academic experience and was a leader for campus re-opening plans. Members of the library team were asked to sit on many committees as the pandemic progressed. These included the Return-to-Work staff committees, Return to Campus working group, Safe return to Campus working group, Ancillary Services working group, and the Employee Experience Advisory teams. The library was also seen as a trusted contributor to the compliance documentation implementation to campus as well as a contributor to the campus safety checklist document. In step with Health and Safety and Facilities when dealing with all covid protocols, Leddy Library has been a positive contributor to both re-opening the library and the University.

- During the reporting year, the Leddy Library website committee undertook a complete website re-design. The new website has transformed the library homepage to make it easier for users to find the information they use most frequently and stay up to date on library news. The website's main navigation allows users to explore content organized under four main headings, *Search Our Collections, Use the Library, Learning and Research Support,* and *About Us.*

- The Leddy Library successfully launched two new services during the reporting period to continue providing critical access to library resources. Contactless Pickup allowed patrons to order books online and safely pickup on campus. A total of 4,538 books were loaned during this period. In addition, the library also provided Digital Delivery, a service that allowed patrons to request scans of portions of eligible physical library materials to be delivered in PDF form by email as allowable under existing copyright laws and fair dealing guidelines, which is typically limited to 10% or 1 chapter.

- The Leddy Library began to gradually re-open in-person services on campus. The library successfully and safely opened 10 socially distanced computer workstations in the fall that allowed students to make appointments to use computers using an advanced booking system. In addition, the system also allowed students the option to reserve personal study rooms and study pods for 3-hour appointments. The library was able to maintain these services and modify them as needed when the Windsor-Essex regions moved through the various stages of re-opening.

- In 2020, the Faculty of Law began an extensive renovation on the Ron Ianni Law building. To assist the transition, the Leddy Library converted space in the basement of the west building to temporarily house the Paul Martin Law Library collection and staff.

- Many minor building upgrades were completed during the reporting year. The library replaced all fluorescent lighting fixtures to motion detecting LED lights as part of a campus initiative, existing water fountains were upgraded to include bottle fillers, and new solo study furniture was purchased to accommodate safe study spaces to re-open the library to students.

- In partnership with UWSA and Facilities, Leddy increased its communication to coordinate different areas to study at the University. Students were able to see when/where the CAW Study Spaces and Leddy Study spaces were available during the pandemic. This increased communication has led to a good understanding of where students can go to study and increased Leddy communication through the UWSA channels.

D. Challenges

- The Leddy Library has been accommodating online and onsite work environments for both faculty and staff. This has been challenging as work routines, meetings, and other day-to-day activities have required balance and careful planning. The pandemic and related public health measures have required staff and faculty to continue to operate within a partially remote work environment. This has required extensive logistical planning to maintain this routine.

- The Leddy Library leadership team aimed to ensure the library was able to meet the needs of the faculty, staff, and students, while closely following the regulations required under the provincial re-opening guidelines and those of Health and Safety at the University. This process was both gratifying and burdensome at times, due to the ongoing uncertainty faced throughout the year. Significant efforts and resources were required to navigate shifting work environments, changing schedules, and ongoing communication.

- Building maintenance continues to be a challenge for the library. Despite being closed to visitors; the library buildings still require daily attention. Both the west and main building have succumbed to water issues that require immediate action to protect resources in the area.

- The Leddy Library embarked on a master space plan in 2020. After collecting feedback from the campus community, the library hired Hariri Pontarini Architects to devise a library renovation plan. With many capital projects currently taking place on the UWindsor campus, the library continues to advocate for a commitment to renovate the library space.

2. Report

1. Area's Goals and Objectives and the University's Strategic Plan

	2020-2021 Goals & Objectives	UWindsor Strategic Priorities				
		Provide an exceptional undergraduate experience	Pursue strengths in research and graduate education	Recruit and retain the best faculty and staff	Engage in community partnerships	Promote international engagement
Leddy Library 2018 – 2021 Strategic Goals	**Invest:** Organizational Capacity and Culture Build our organizational capacity and foster a culture that engages and supports the people of the library. 1. Develop a strategic knowledge and skills development plan for staff and librarians to support the strategic priorities. 2. Establish mechanisms, share expertise, problem-solve and collaborate on initiatives in order to work towards best practices. 3. Develop and implement an internal communication plan to foster clear and transparent communication across the library. 4. Identify and implement strategies to support the research and scholarship role of librarians. 5. Identify and implement strategies to engage staff and librarians in planning initiatives including participation in working groups and committees.		✓	✓		✓
	Innovate: Relevant Services, Supports and Collections Recalibrate our work within a multimodal environment to meet the needs of the University community. 1. Establish an evidence-based framework to assess the usage of print and digital collections (including special collections and archival holdings) to inform collection management, budget and preservation decisions.	✓	✓		✓	

	2. Establish an ongoing user consultation and research of best practices process to enable the library to make decisions regarding services, support and space. 3. Develop and implement a plan to make changes to services, supports and collections based on data gathered through assessments, consultations and research. 4. Develop and deploy a plan to align the library's investment, both employee and budgetary, with changes in practices and services. 5. Develop and implement a plan to address the specific needs of the downtown campus. 6. Develop a technology strategy to address current and emerging needs of the library and its users. 7. Invest in our web presence, as it is our "digital branch."						
	Integrate: Community Engagement and Outreach Position the library as a valued partner and strengthen our connections on campus and in the community. 1. Develop a comprehensive marketing and communication plan to improve awareness and understanding of library resources and services. 2. Establish collaborative programs/initiatives with academic and administrative areas to support research, teaching, student learning and the student experience. 3. Develop and implement a fundraising plan to support the space transformation and service enhancements. 4. Manage, strengthen and cultivate connections within campus and with the broader community through targeted services, events, collaborations and other opportunities.				✓		
	Invigorate: Transformation of Our Spaces Transform the library space into an innovative campus hub for learning, teaching, research, and creative activity. 1. Identify and implement key actions to modernize the library and create flexible,	✓	✓	✓	✓		

	welcoming, safe, accessible, and comfortable spaces for learning, collaboration, research, and independent study (including space, furniture and other environmental factors). 2. Conduct a comprehensive review of the library spaces, users' needs and develop a space master plan. 3. Create and promote multi-purpose spaces to increase engagement of the campus and broader community. 4. Identify and implement opportunities to improve the discovery and visibility of services, spaces and collections.					

2. Future Actions/Initiatives

Progress Report on Future Actions & Initiatives: *2019/2020 Annual Report*

1. Formalize Research Data Management (RDM) institutional strategy with researcher advisory group and aim to prepare for Senate endorsement by September 2021 in collaboration with ORIS, ITS, and REB.

   A steering committee and advisory team have been formed. Formation of the Research Data Management committee deadline has been extended, Spring 2022.

2. Begin initial work with facilities on building renovation with smaller renovation projects, selected new furniture and green infrastructure initiatives in 2021.

   The library replaced all fluorescent lighting with motion-detecting LED lights. New solo study furniture purchased to accommodate safe study space to re-open library to students. Existing water fountains have been upgraded to include bottle fillers.

3. Work with University Advancement to begin to articulate a capital fundraising plan for Leddy Library.

   Official fundraising plans have been delayed until the completion of other major campus renovations such as the Lancer Centre and the Law building.

In the current reporting year (2021/2022) Leddy Library is pursuing the following specific actions and initiatives:

- Student wellness and mental health are among the top priorities for the University. The Leddy Library is developing dedicated rooms for students to focus on their mental wellness within the library. These spaces will encourage students to unwind and de-stress in a supportive environment.

- With more classes and events taking place in a virtual format, the library is committed to increasing access to technology for students and staff. The library is exploring options to provide laptop lending services for the campus community.

- The Library's Archives and Special collections will be expanding our local community-based archival collection. Unique donations such as the Mike Graston political cartoon archive, Windsor Star photo archive, Black History items, and Windsor Pride items are currently undergoing processing to share with our community in the coming years.

- Following in the footsteps across other units on campus, the Leddy Library will be creating an Equity, Diversity, Inclusion (EDI) committee to embed EDI values into our various practices. This means making sure that our spaces are inclusive, that we look to enhance our collections to reflect the communities we serve, and we contribute to building a diverse workforce through our intentional recruitment and retention practices.

- As faculty transitioned their face-to-face instruction to the remote learning environment, many have considered adapting their previous teaching methods to include some of benefits and best practices that virtual learning exposed to their future teaching methods. Instructors and graduate students who wish to create high quality and professional virtual experiences for students may not have the technology, space, and resources needed at home or in departmental offices. The library intends to launch a teaching studio to facilitate the creation of engaging learning experiences for faculty and graduate students use.

- The library has embraced new communication technology while adapting to the evolving pandemic restrictions. Online consultations have proven to be an effective and convenient way to deliver research consultations to patrons. The library will explore options to keep virtual consultations as part of its core research services.

- The library intends to develop a new system for statistical collection to measure the impacts of our resources and activities in relation to our budget capacity to use for future reports.

E.   Recommendations for Senate consideration

- It is expected that the strategy for Research Data Management will go forward to Senate for support. The development of this strategy has been led by Leddy Library, the Office of Research and Innovation Services (ORIS), and Information Technology Services (ITS) in response to the Tri-Council.
- Regular consultations to discuss collections and services that enhance the student and faculty experience are needed. The library team will be working directly with faculty to raise awareness about budget realities and to renew partnerships with our campus faculties. The goal of these discussions is to create a shared understanding of possible budget solutions while simultaneously serving our campus community through our resources and services in a positive way.

Appendix A: Library Service Timeline During COVID-19

The Leddy Library was able to safely welcome **over 400 students** to the library to use personal study rooms and computer workstations.

4,538 books were loaned to patrons through the new Contactless Pickup service.

Roughly **7,000 pages** were scanned and delivered to patrons through the new Digital Delivery service.

717,378 electronic resources were downloaded/used.

March 2020

Leddy Library closes in alignment with the University.
The library staff and librarians quickly adapt to make key services available online.

June 2020

The Access Services team returns on a rotated schedule to implement and facilitate Contactless Pickup and Digital Delivery services.

July 2020

The library opens the building for personal appointments to use computers and study space.

Some staff return at a 50% capacity.

September 2020

Leddy Library opens with modified services for the fall semester. Library spaces are made available for use by appointment only and all other services continue to be offered online/remotely.

December 2020

Windsor-Essex County moves back into grey lockdown status and the library reverts physical access to the building. Contactless Pickup, Digital Delivery and remote services continue into the new year.

February - June 2021

Select services begin to re-open at Leddy Library including computer workstations, personal study rooms, personal study pods and the Research Data Centre.

In 2020 the Leddy Library purchased 30 personal study pods to be placed throughout the library to allow for physically distanced study space.

University of Windsor
Senate

5.3.1: **Report of the Review Committee on Employment Equity (RCEE)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2021

1 BACKGROUND

The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

> 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
> (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
> (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
> (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units. The DEAP Tool provides a means for units to develop, monitor and report on goals and timelines. Information on the DEAP Tool can be found at http://www.uwindsor.ca/ohrea/95/deap-tool.

In many units that have created Equity, Diversity and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders and task leads.

RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date. Thus, the data are up to September 30 of the given year.

RCEE recognizes that the University and WUFA have worked towards significant inclusion of EDI in the new 2021-2025 Collective Agreement. RCEE commends the efforts that are being undertaken to ensure EDI is a shared commitment that is reflected throughout the CA, thereby working towards embedding equitable practices at the systemic level.

2   ACTIVITIES AND KEY ISSUES FOR 2019-2020

The RCEE activities and key issues are centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to the three categories.

Agenda items addressed in committee meetings included:

1) Terms of Reference as Contained in WUFA CA, Article 30
2) Review 2020 EE Data on Faculty Members—Confirm Significant Under-Representation
3) Retirement & Termination Data
4) Discipline-Specific Availability Pool Data
5) Progression Charts for Designated Groups
6) New Faculty Hires
7) Review Graphs Based on Gender & Rank Data from CAUT
8) University Initiative of Hiring 12 Black Faculty Members
9) Impact of remote working, learning, hiring, *etc*.
10) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
11) Outstanding Recommendations from Past RCEE Reports
12) Equity Assessor Service

The RCEE continued to operate online, in keeping with COVID-19 pandemic protocols. In addition, anti-Black racism initiatives and activities have remained a priority throughout the University. For example, last year, the University had announced the intention to hire 12 Black faculty members over the next three years. After consultation with the Anti-Black Racism (ABR) Task Force and Senate, a working group will be established and tasked with providing advice on the framework for the Black Scholars Hiring Initiative. The working group will consider any process-related matters pertaining to the implementation of the framework. Further details on this and other initiatives can be found at: https://www.uwindsor.ca/antiblackracism/318/progress-where-we-are.

Regarding the University's collection of employee self-identification data as part of the employment equity program, the group "visible minorities" was seen as providing better information through disaggregating the data. The disaggregation of the data enables the University to determine if and where there are gaps in representation and participation of specific racialized groups. The expansion affords the opportunity for employees to further self-identify. Accordingly, the 2020 campus-wide employee census was similarly organized.   The racialized groups identified were Asian Descent/Ancestry, African Descent/Ancestry, Latin/Hispanic Descent/Ancestry, Middle Eastern Descent/Ancestry, Person of Mixed Origin, and Other. A chart with this information has been added to this report.

RCEE discussed the merits of disaggregating the data on women. This would be of value in order to identify gaps in the progress of women from other designated groups. In this report, it has been presented through a pie chart added in the Data section.

> **RCEE recommends** that the University provides disaggregated data on the designated group women on an ongoing basis.

RCEE noted that the University has created the Office of EDI (Equity, Diversity and Inclusion), headed by an Interim VP EDI. This will better enhance the ability of the University to integrate principles that will structurally impact its climate and operations to effectively address discrimination and oppression. Structures need to be put in place that

are widely communicated in a manner that contribute to recruiting and retention towards a more diverse equity profile and can endure over time.

> **RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.

RCEE noted the importance of the need for increasing the inclusion of service in the hiring process. This will ensure that service is a key consideration in the job posting and throughout the recruitment and hiring process in order to attract faculty members and librarians who are committed longer term to enhancing a more equitable and just learning and working environment.

> **RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.

> **RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post-interview grids with rating attached.

The University and WUFA have expanded the scope of pay equity beyond the legislated gender-based requirement to include the other designated groups. There continues to be discussions regarding possible pay equity issues.

> **RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.

> **RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.

RCEE discussed the changes in the federal wording to better define and clarify what constitutes persons with disabilities. As noted in the section 4 below, this had resulted in a significant increase in the numbers of those self-identifying as having a disability.

> **RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

RCEE discussed the ongoing need for more strategic, targeted hiring for designated groups that are significantly under-represented in specific units. It was recognized that the University will be undertaking a targeted recruiting process for the addition of 12 Black scholars, and this will assist in addressing underrepresentation of racialized scholars.

> **RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant under-representation of women, and develop/implement a targeted recruiting process.

> **RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

3 PROMISING PRACTICES FEATURE – LEDDY LIBRARY

In this section of the annual report, an academic unit is featured for employment equity recruiting promising practices. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Leddy Library.

Spaces, Services, and Initiatives at Leddy Library
Supporting Greater Equity, Diversity, and Inclusion

Dedicated Librarians and Collections

In 2018, Leddy Library named Indigenous Outreach as part of the assigned workload of a Librarian. In addition to providing outreach to Indigenous staff, faculty, and students, as well as those learning more about Indigenous communities, the Indigenous Outreach Librarian is responsible for stewarding a collection budget for materials that support Indigenous curricula and initiatives across campus. Featured collections include: Treaties Recognition Week, Orange Shirt Day: Residential School Experiences, Selected Indigenous Resources. The budget has been used to support resources beyond monographs, including the purchase of two replica wampum belts in 2019 to support teaching and learning. Additional innovative education resources that Leddy has supported are StoryMaps (interactive visual representations) of Missing Children of Indian Residential Schools and The Water Crisis in Canada's First Nations Communities.

In 2021, a Librarian was assigned to liaise with staff and students with specific responsibility for Library services and resources supporting the Black student, faculty and staff communities and initiatives across campus. Concurrently, a budget was designated to support Black Studies and related work. Featured collections include Anti-Black Racism Resources. This Librarian will work closely with the Black Student Support Coordinator and the Director, Anti-Racism Organizational Change.

Leddy Library has built a strong collection reflecting the issues facing and journey of the LGBTQ2S+ community. Two of the highlighted collections featured include Pride Month: LGBTQ2S+ Journeys and Transgender Day of Remembrance. They have also obtained an archival collection rich with books, documents, and ephemera from the LGBTQ2S+ community. Members of the library have also played a key role in the development of an open education resource addressing *Inclusive Health Care for the LGBTQ2S+ community.*

The people of Leddy Library are also very active beyond the campus through their service work in organizations deeply committed to EDI. One such example is their librarians' involvement in the *Canadian Association of Research Libraries Equity, Diversity, and Inclusion Working Group* which contributes to the development of CARL's program of bilingual initiatives to support the creation of diverse, equitable, and inclusive environments in CARL research libraries.

Spaces and Services

When the **Student Collaboratory** was opened in 2019, design elements informed by and intended to honour Indigenous knowledge and culture were included. These elements included the hand painted artwork of clan images, the use of cedar, the accentuation of circular design and the representation of the two-row wampum belt over top of the white board. It is anticipated that as more spaces are renovated, Indigenous knowledge and culture will influence and guide the design. A new mindfulness room which reflects Indigenous elements is anticipated in 2022.

English Conversation Group (ECG) is a weekly workshop that provides students the opportunity to practice their English in a casual and welcoming environment. The ECG introduces topics relevant to life in Canada and at the University of Windsor, while allowing students to practice their English skills. The English Conversation Group was initiated in 2013 and has grown to as many as 30 students a week.

The Leddy Library is committed to providing access to resources and services for all students regardless of ability. Creating spaces and services that remove barriers for persons with disabilities improves access for all. The spaces have been audited for accessibility. They provide resource retrieval services, a study room dedicated to those with accessibility needs, two accessible workstations which provide access to ZoomText, and Jaws ScreenReader software. Leddy Library also houses the Accessibility Annex which is operated by Students Accessibility Services. Universal washrooms are located on the lower level in the Leddy West Building and on every floor in the Main Building. Leddy Library strives to create collections and spaces that are reflective of and welcoming to the students, staff, and faculty who make up the University of Windsor community.

Projects and Initiatives

Capturing Important Histories of the Region: Leddy Library has a role in capturing and preserving the rich history of our region, especially those histories that have previously been ignored, set aside, or inaccurately represented. Two examples of these projects include:

> **Local Black History:** Leddy Library's Archives and Centre for Digital Scholarship has been integral in stewarding and preserving aspects of our region's rich local Black History. *Breaking the Colour Barrier* tells the story of Wilfred "Boomer" Harding & the Chatham Coloured All-Stars. *The North Was Our Canaan* highlights the history of Black Canadians and the Underground Railroad by taking a journey along the banks of the Detroit River, through the streets of Sandwich, to end up at Sandwich First Baptist Church, a congregation whose roots extend back to the 1820s. A follow-up film with a local Black historian is expected to launch June 2022. An Anti-Black Racism Student Leadership Recipient will work with the archivist and a librarian on "We Were Here: Recovering the Stories of Windsor's McDougall Street Corridor," a research project to document the history of McDougall Street, home to Black families that are descendants of the Underground Railroad.

> Leddy Library continues to take a role in this work, including the Archives and Centre for Digital Scholarship, which aims to create a research portal dedicated to the preservation, organization, and promotion of local Black history material the library has collected and continues to collect. At present, the library has numerous print, digital, audio, and archival materials related to Windsor-Essex and Chatham-Kent's rich Black History. This material, while preserved in Leddy Library archives and hard drives, currently remains virtually unknown and inaccessible to researchers. This portal aims to assist the expansion of the accessibility of these items.

> **Walpole Island Heritage Centre:** Librarians and staff at Leddy Library assisted the Walpole Island Heritage Centre to digitize their collection of analogue audio and video holdings. The work was done at and remains with the Walpole Island Heritage Centre. As part of the role of Leddy Library, guidance, consultation, and expertise were provided to digitize all analogue carriers; create descriptive metadata for all digital files; and, build the capacity and procedures for the safe digital preservation of these artefacts by the community in the future. This digitization project was funded in part by a Library and Archives Canada grant.

Reading Groups: The library has recently created development opportunities for staff and faculty to engage in issues that intersect with Black and Indigenous individuals and communities:

> **Anti-Black Racism Book Club**: In February 2021, Leddy Library launched the Anti-Black Racism (ABR) Book Club – a popular virtual book club that provides the opportunity to bring together librarians and library staff (from both the Leddy Library and the Law Library) and collectively read books that help to inform individuals about anti-Black racism (ABR). It is an opportunity for the library community to collectively learn about and

engage with the issue of anti-Black racism. Across the two libraries, all departments, and all staff categories, participation in the ABR book club has been excellent.

Truth and Reconciliation Reading Group: In 2017, a librarian pulled together a group committed to reading the Truth and Reconciliation Report ("Honouring the Truth, Reconciling for the Future") that was published in 2015. In response to the Truth and Reconciliation Reading Challenge, this group read through the report and met to discuss their journey.

Building on all the initiatives, services, and spaces to date, Leddy Library will further their commitment to growing the equity, diversity, and inclusion on our campus by the development of and **Leddy EDI Committee**. They anticipate the launch of the Leddy EDI Committee in 2022.

4 DATA

RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty related groups are contained in the University's Annual Employment Equity reports.

The tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are provided with such data, however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present confidentiality and privacy concerns. The LGBTQIA2S+ data for individual Faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the last Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in under-representation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

New in last year's report, and maintained this year, is the addition of the three graphs related to Women, Internal Representation compared to CAUT Full-Time Teachers, specific to rank. The external data are obtained from the CAUT Underpaid and Overworked Report[1]. Currently there is no external data availability by academic rank for the other designated groups. As well, new charts have been added on disaggregated data for visible minorities and on women and intersectionality. The new graphs have been included on pages 24-28.

OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

The data include information from the UWindsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2019.

The external data information for Women, Aboriginal Peoples, and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

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[1] https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/Visible Minorities	Persons with Disabilities
(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff) (New Hires from January 01, 2021 to September 30, 2021)					
Tenured and Tenure-Track Assistant Professors, Lecturers and Full Professors only	14	50.00%	0.00%	42.86%	21.43%
Limited-Term Appointment Assistant Professors and Lecturers only	8	37.5%	0.00%	12.50%	0.00%
Ancillary Academic Staff only	2	100.00%	0.00%	0.00%	0.00%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff	24	50.0%	0.00%	29.17%	12.50%

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment, Assistant Professors, Lecturers and Full Professors, Ancillary Academic Staff and Librarian)
(January 01 2021 to September 30 2021)

Legend:
- ■ Tenured and Tenure-Track Assistant Professors, Lecturers and Full Professors only
- ▦ Limited-Term Appointment Assistant Professors and Lecturers only
- ┬ Ancillary Academic Staff only
- ▦ All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff
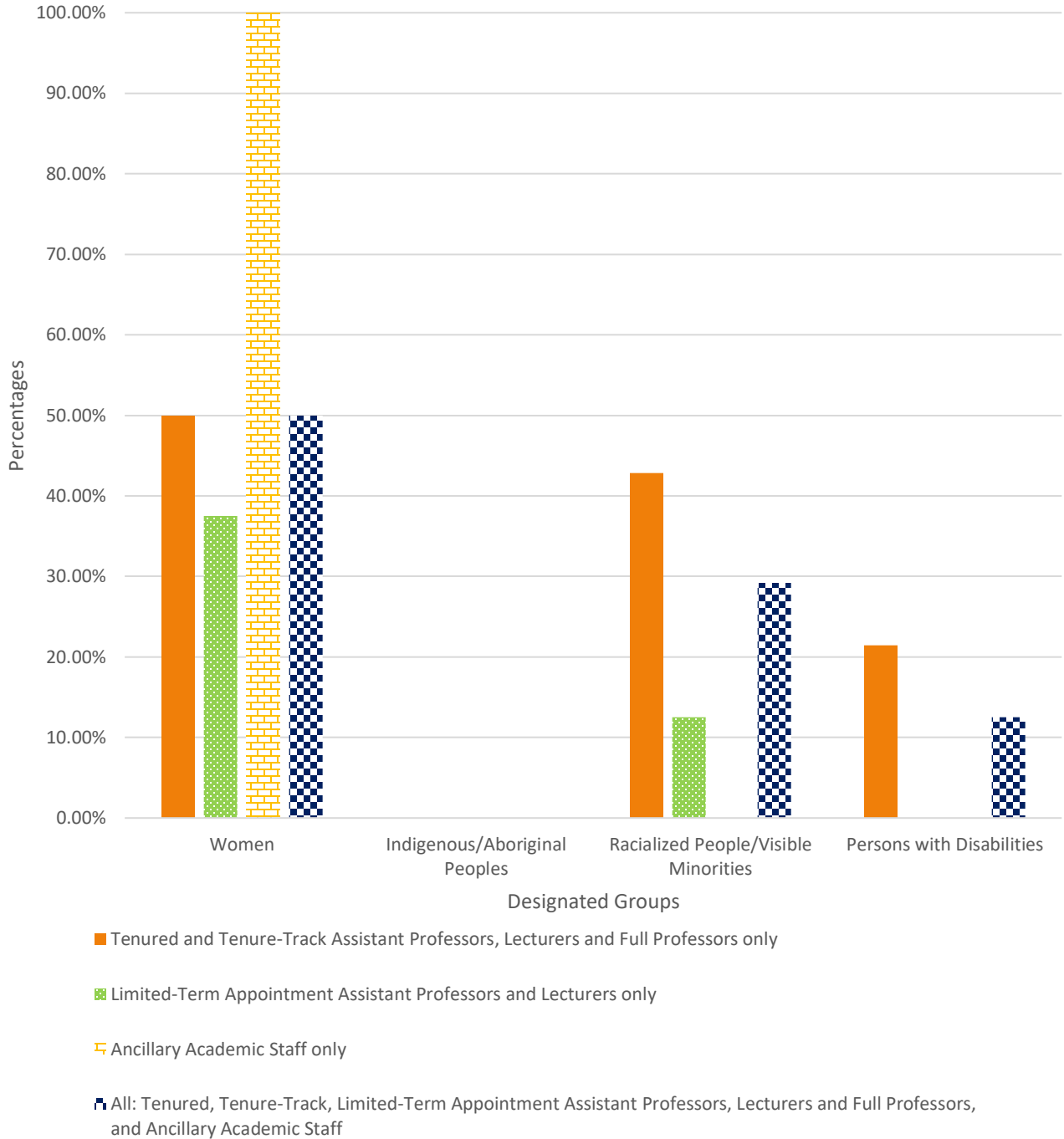
Professors and Librarians

	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%

* 1987 data does not include librarians

Professors (no Librarians)

	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482	472
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299	294
Female	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183	178
% Female	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%	38.0%	37.7%

Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated group members assume these types of roles.

Professors & Librarians (internal representation) - Women
1987, 1999, 2006-2020

	1987 *	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%
% External Representation			39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%	44.0%	44.0%

YEAR
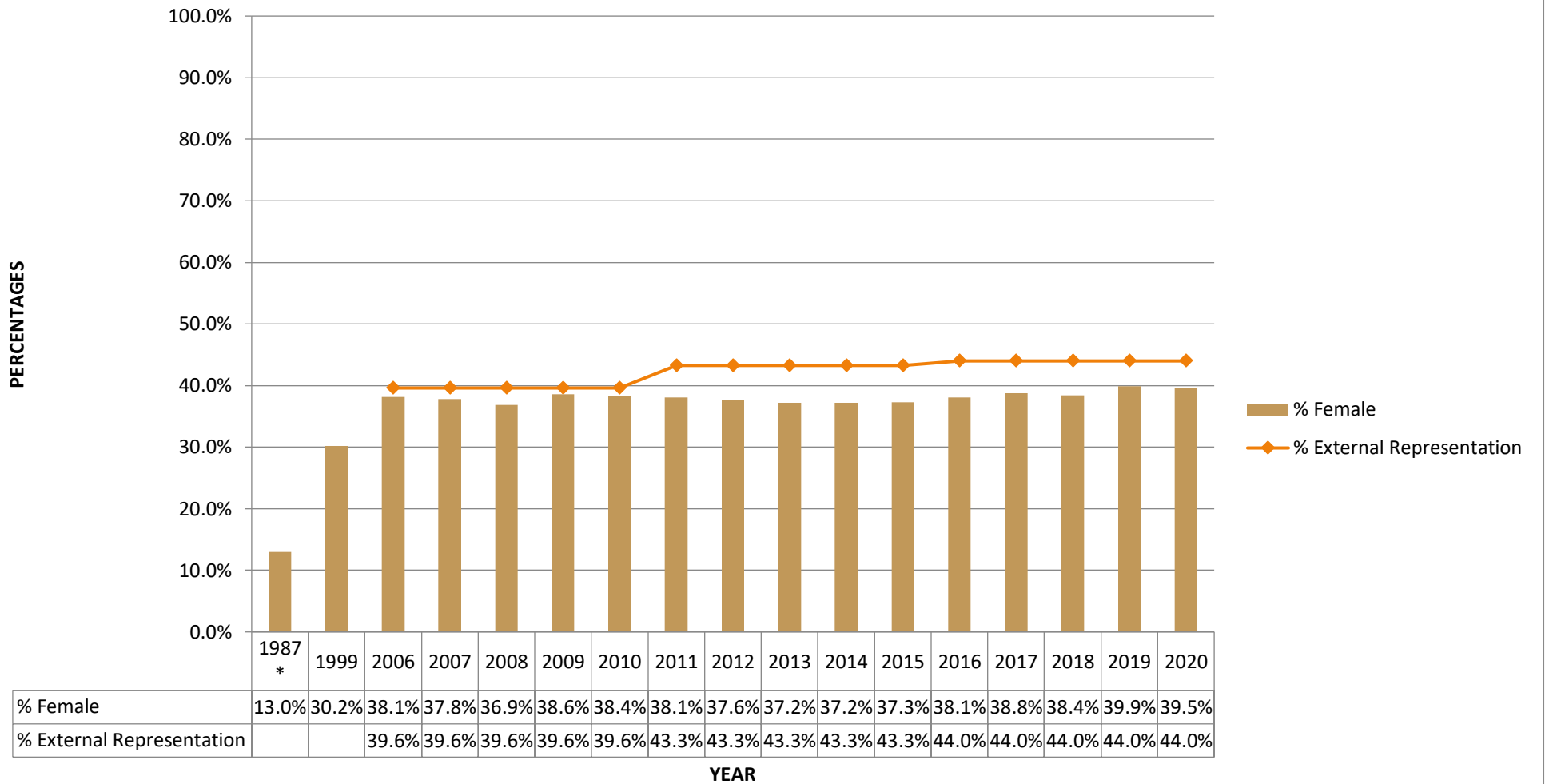
(*1987 does not include Librarians)

Professors & Librarians (Internal Representation) - Aboriginal Peoples
2006-2020

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% Aboriginal peoples	1.0%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	0.6%	0.3%	0.6%	0.9%	1.1%	2.7%	2.8%	2.4%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%
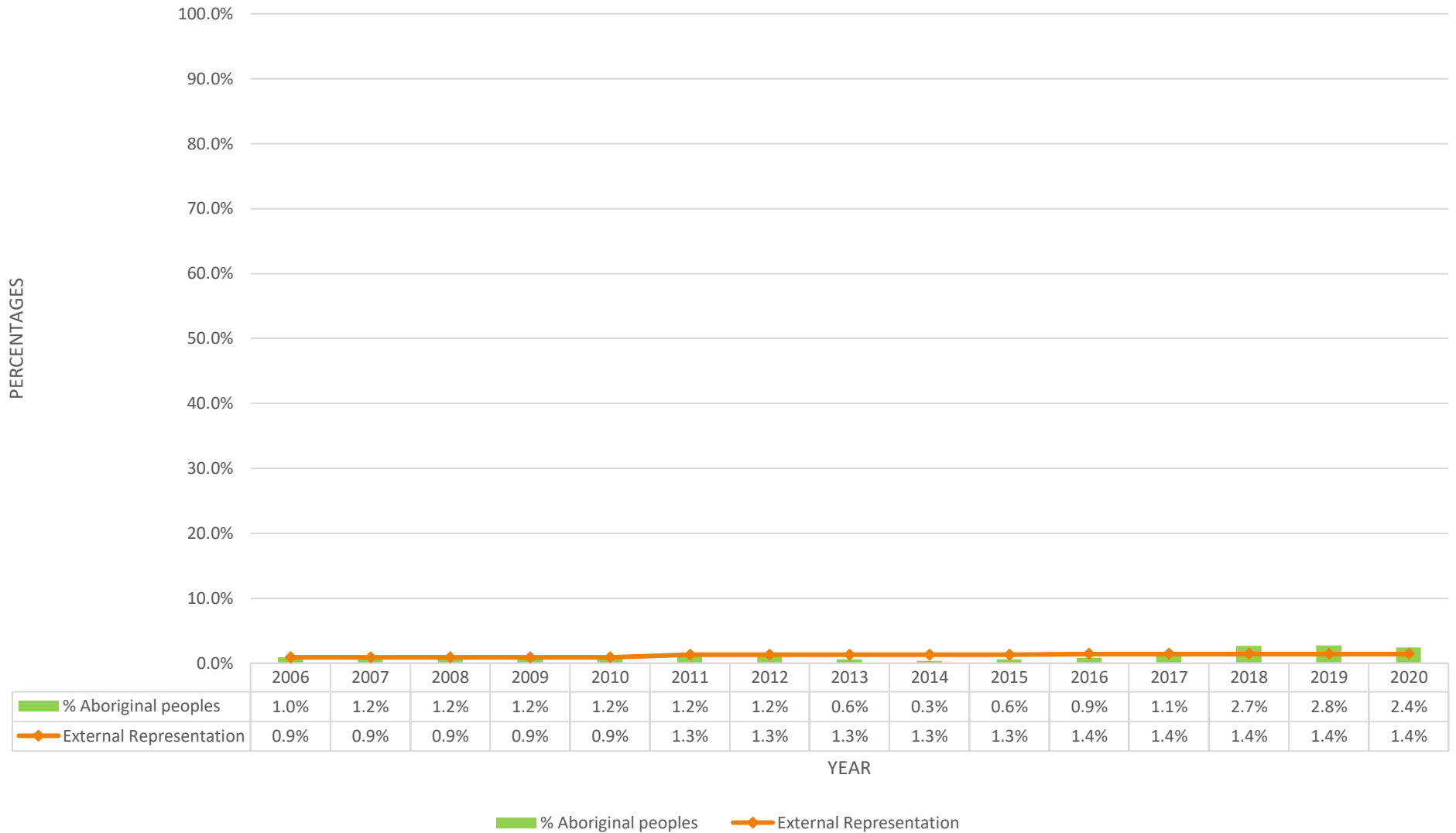
Professors & Librarians (internal representation) - Visible Minorities
2006-2020

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% visible minorities	19.7%	18.9%	19.6%	20.0%	20.0%	20.6%	21.1%	25.8%	19.3%	24.2%	26.0%	28.4%	28.3%	27.7%	30.0%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%
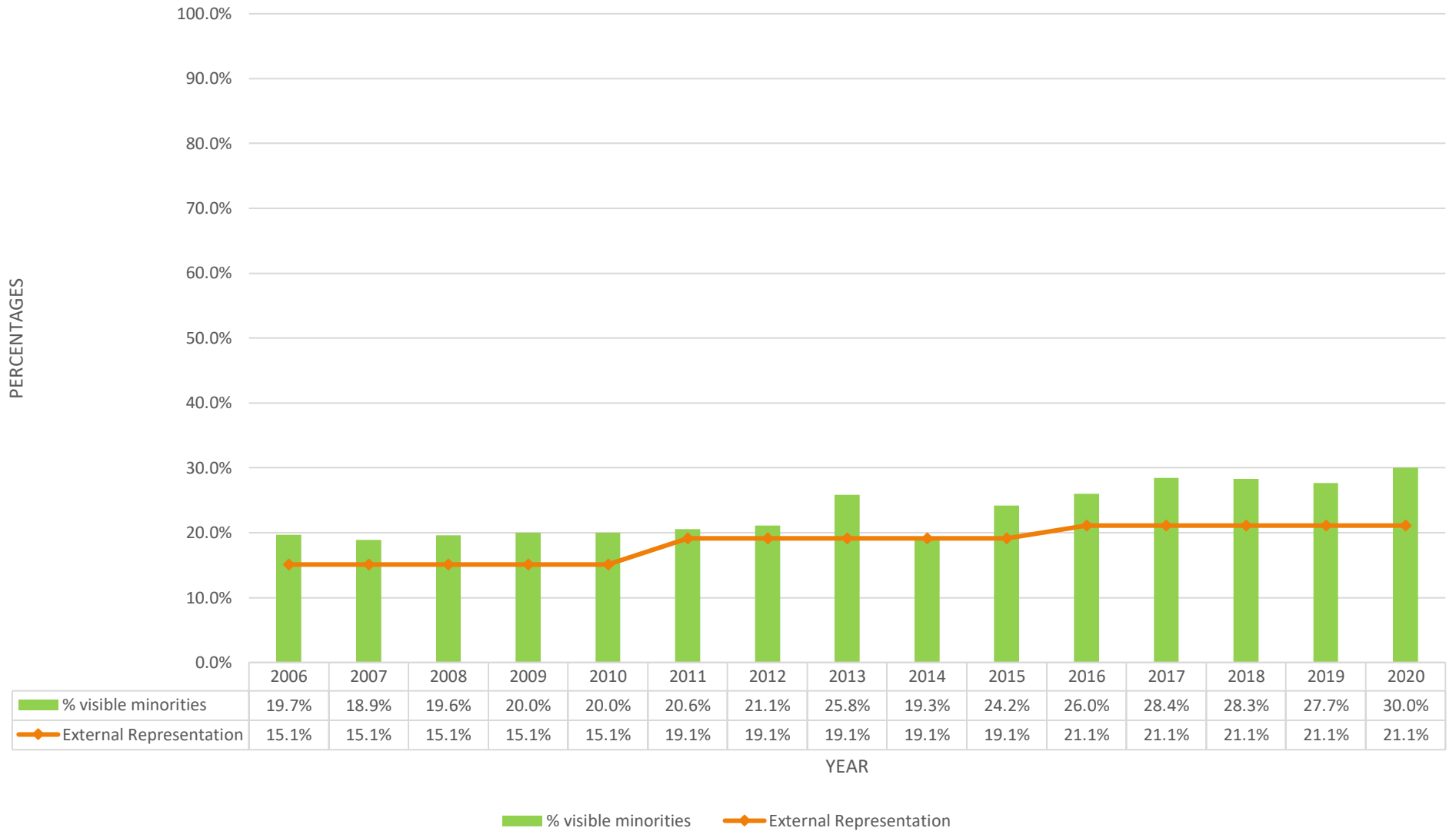
Professors & Librarians (internal representation) - Persons with Diabilities 2006-2020

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% persons with disabilities	6.3%	6.2%	6.8%	6.7%	5.9%	5.8%	4.9%	4.6%	3.9%	5.2%	5.8%	6.0%	6.8%	6.9%	8.3%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

YEARS

PERCENTAGES

■ % persons with disabilities　◆ External Representation
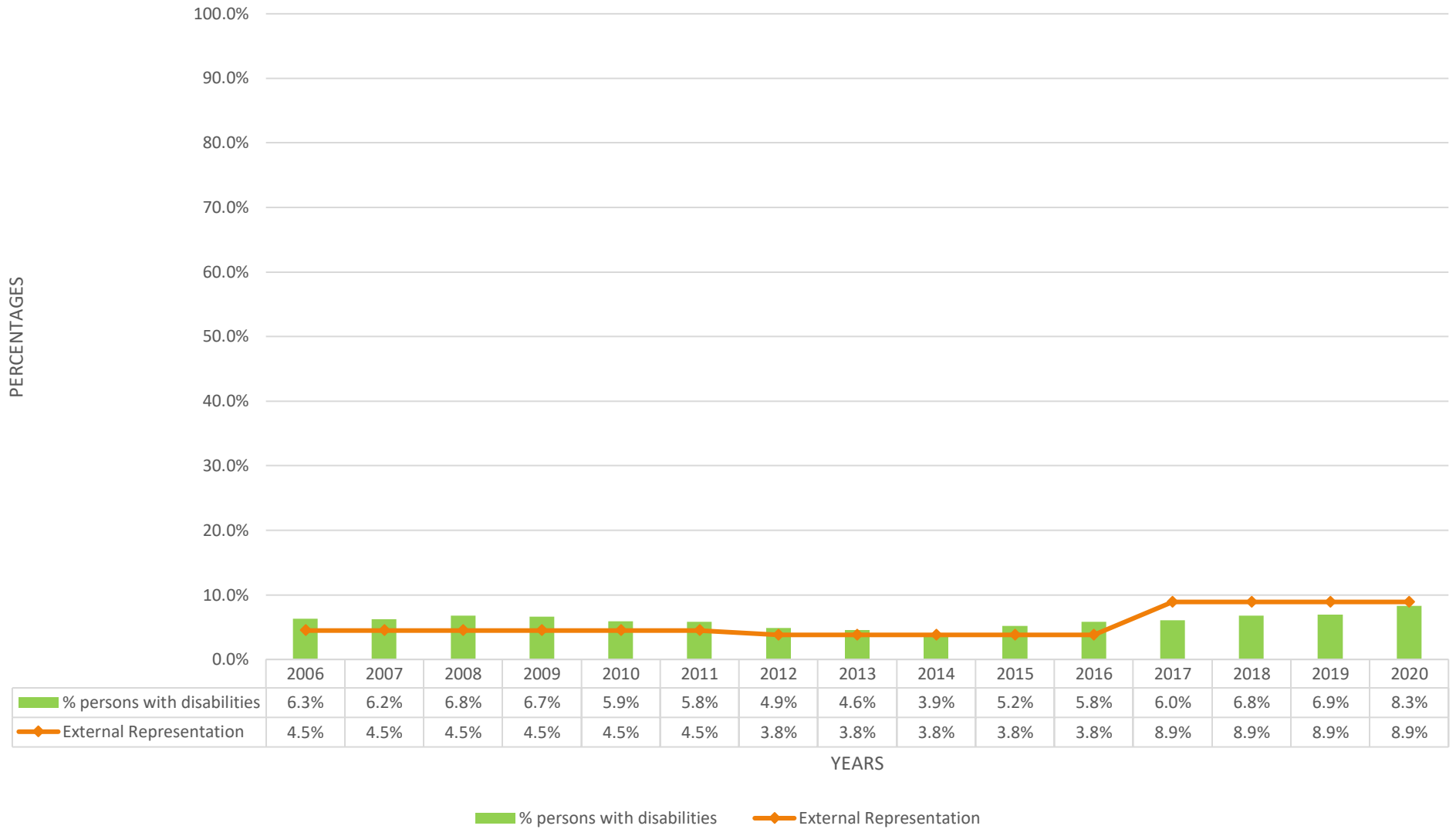
Professors (Tenured or Tenure-Track) by rank - Women
(2006-2020)
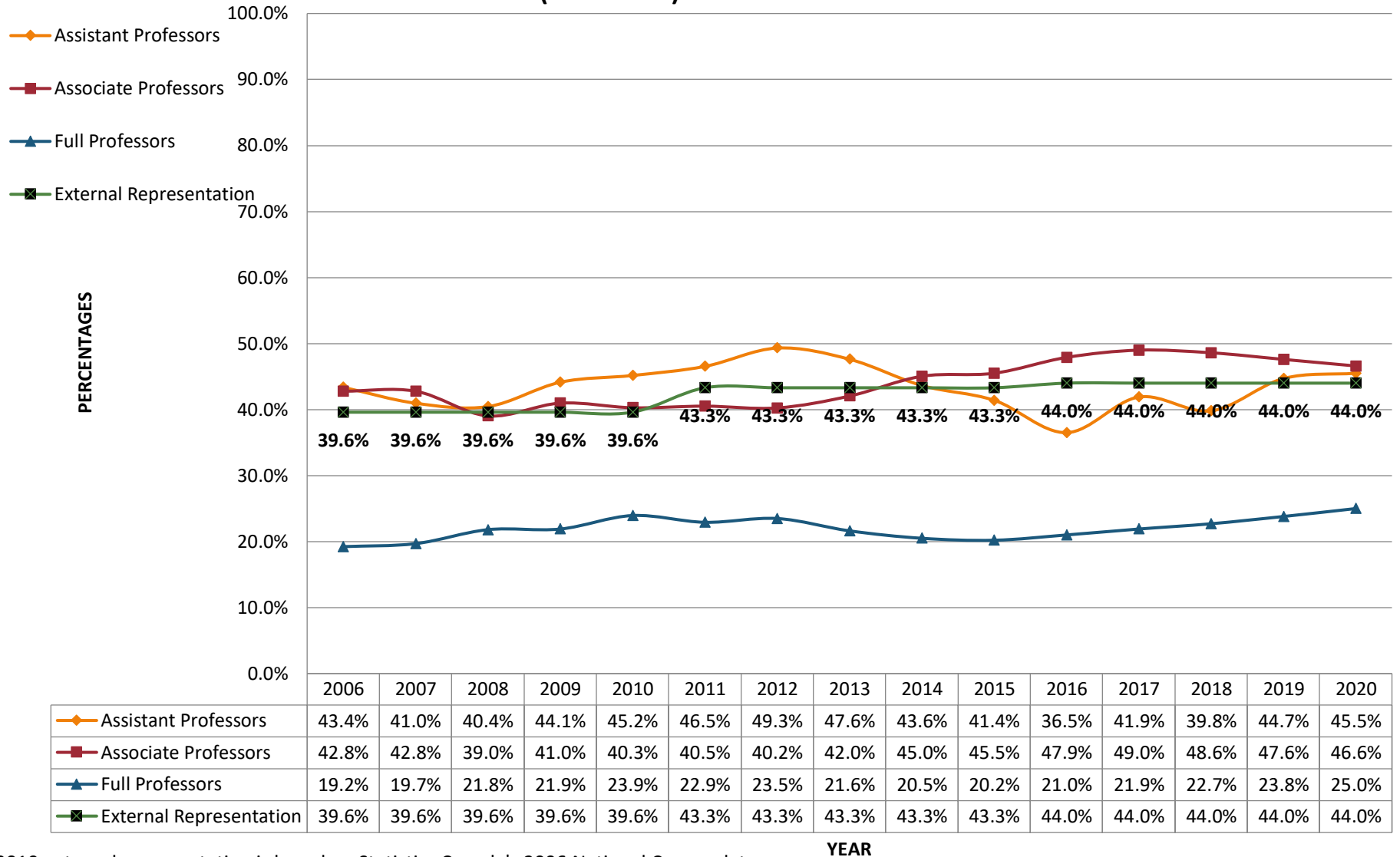
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%
Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%	23.8%	25.0%
External Representation	39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%	44.0%	44.0%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2020)

Legend:
- Assistant Professors
- Associate Professors
- Full Professors
- External Representation
- Linear (Assistant Professors)

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	0.5%	1.1%	1.1%	0.7%	0.8%	1.0%	1.4%	1.6%	1.8%	0.0%	1.9%	2.7%	8.2%	7.9%	8.2%
Associate Professors	1.7%	1.7%	1.6%	1.5%	1.4%	1.3%	1.2%	0.8%	0.5%	1.3%	1.4%	1.6%	1.6%	1.6%	0.0%
Full Professors	0.8%	0.8%	0.8%	1.5%	1.4%	1.4%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	1.6%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Visible Minorities
(2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	22.4%	19.1%	19.1%	16.6%	16.1%	16.8%	15.1%	23.8%	21.8%	8.6%	11.5%	21.6%	21.4%	21.9%	26.4%
Associate Professors	17.9%	18.3%	19.8%	22.0%	22.6%	22.8%	21.5%	26.5%	23.9%	26.4%	27.2%	29.7%	27.9%	26.2%	28.7%
Full Professors	20.8%	20.5%	20.3%	21.2%	20.4%	20.8%	24.8%	27.7%	28.0%	28.0%	30.3%	31.5%	31.3%	34.8%	35.6%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities
(2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	5.1%	4.8%	6.2%	9.0%	8.1%	5.9%	6.8%	4.8%	3.6%	3.4%	9.6%	8.1%	11.2%	7.9%	8.2%
Associate Professors	6.4%	6.1%	6.4%	4.4%	5.0%	6.5%	4.9%	6.1%	7.7%	7.7%	8.5%	8.9%	8.7%	9.6%	13.2%
Full Professors	7.7%	7.9%	8.3%	8.0%	6.3%	5.6%	4.7%	2.0%	1.9%	2.4%	2.3%	2.8%	3.3%	3.3%	3.7%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

YEAR

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2020 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women
(2006-2020)

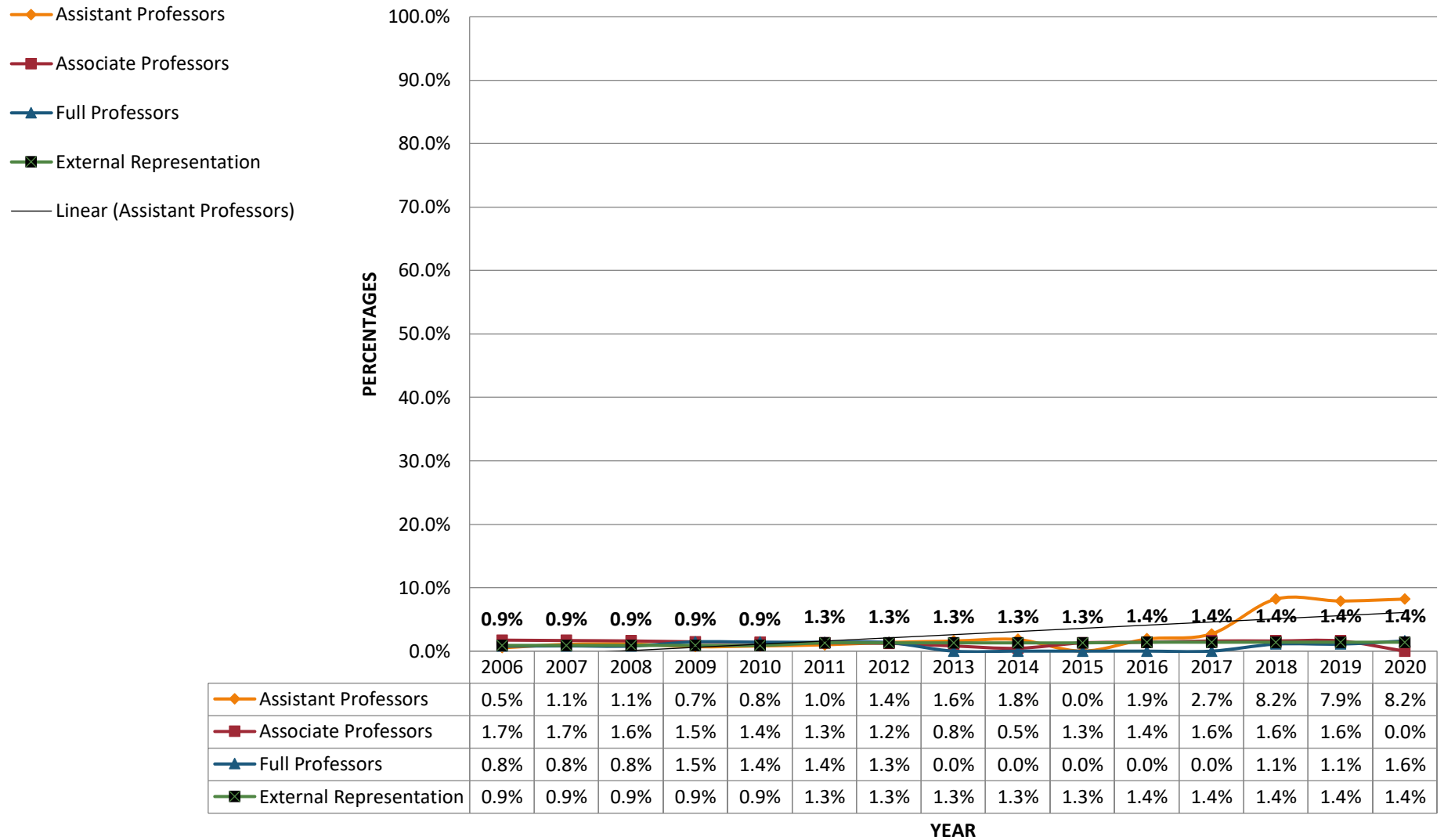|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%	80.0%	77.3%	79.2%	75.0%
External Representation	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	81.4%	81.4%	81.4%	81.4%	81.4%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
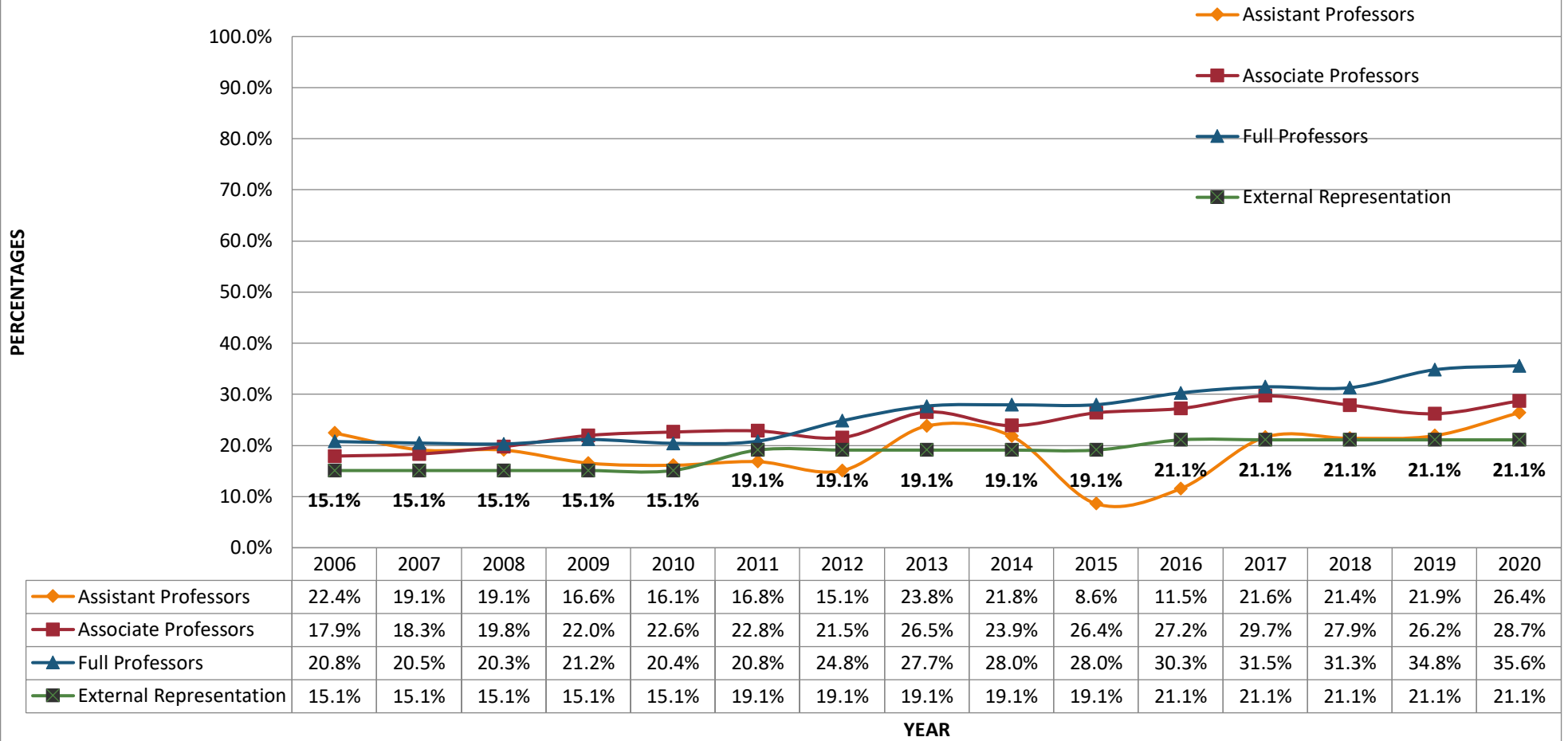
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Aboriginal Peoples
(2006-2020)
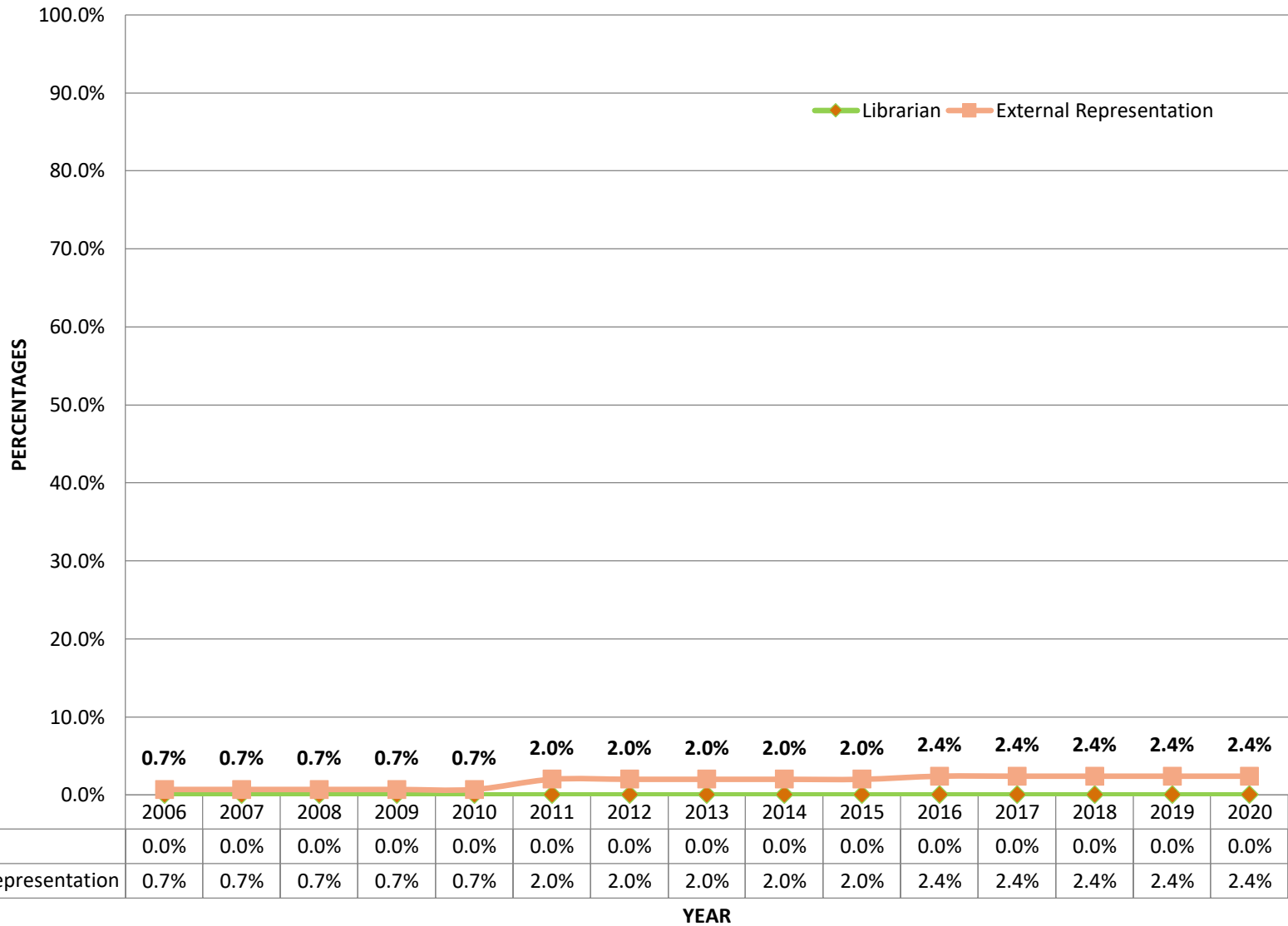
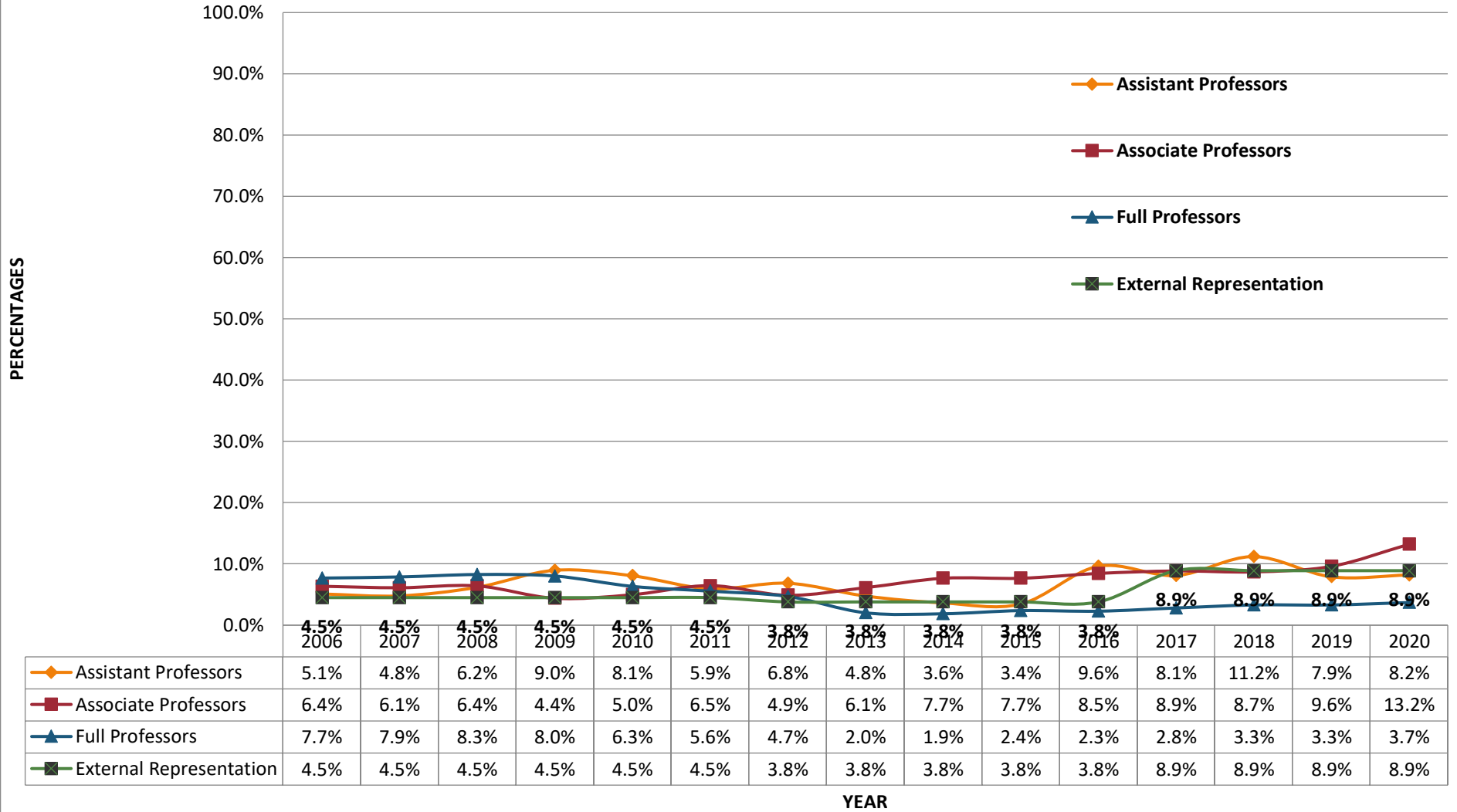|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
External Representation	0.7%	0.7%	0.7%	0.7%	0.7%	2.0%	2.0%	2.0%	2.0%	2.0%	2.4%	2.4%	2.4%	2.4%	2.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Visible Minorities
(2006-2020)

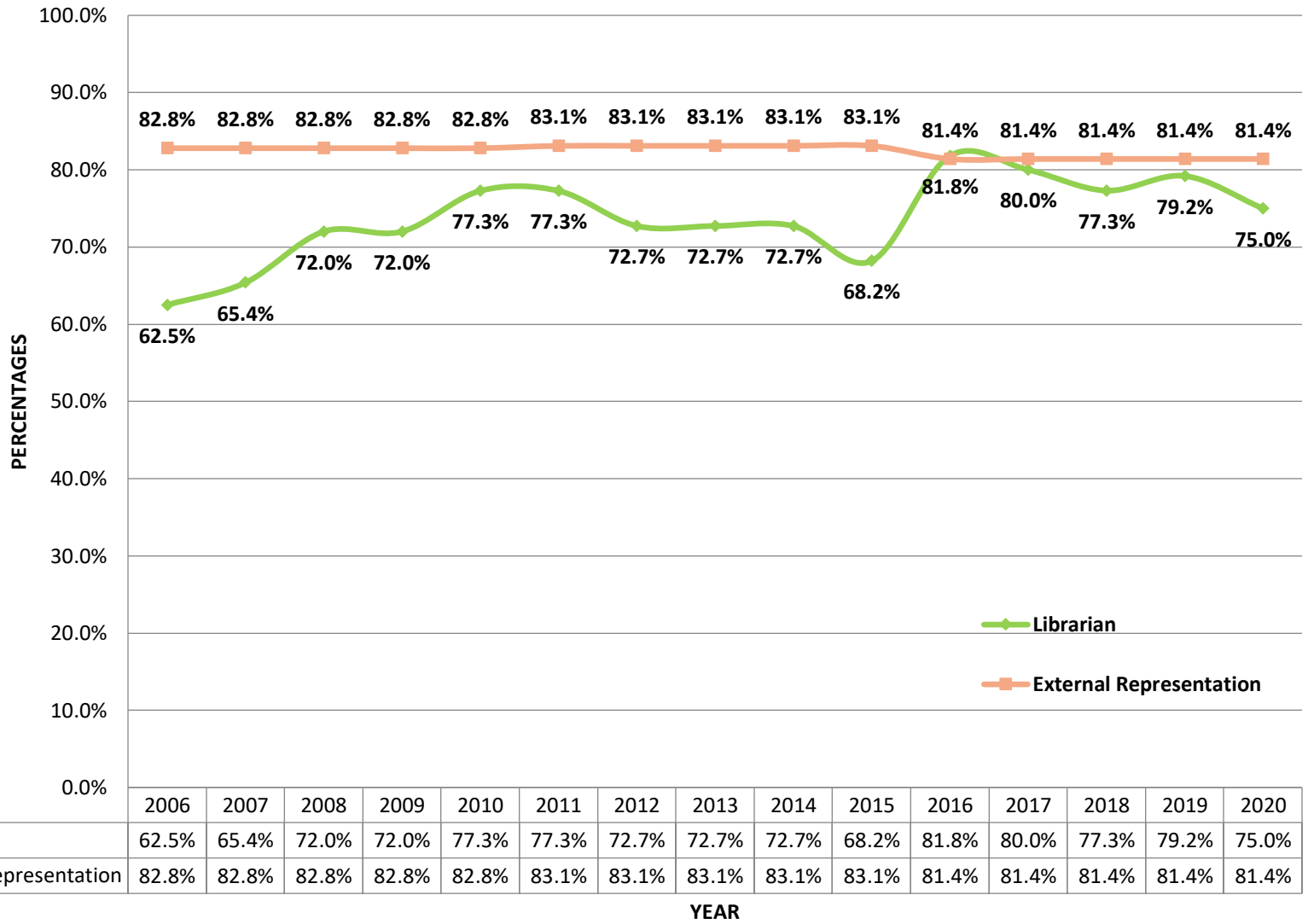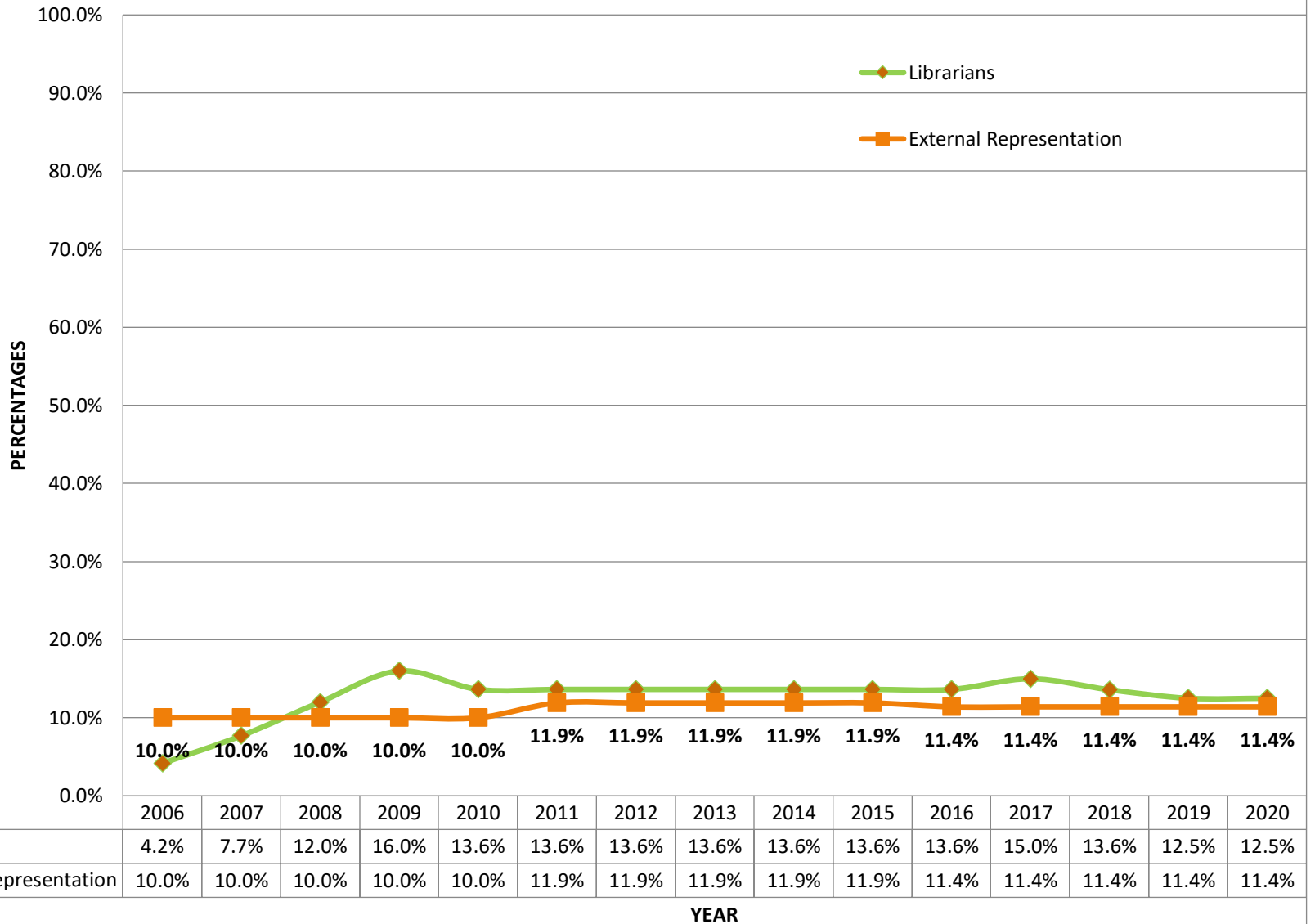| YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarians	4.2%	7.7%	12.0%	16.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	15.0%	13.6%	12.5%	12.5%
External Representation	10.0%	10.0%	10.0%	10.0%	10.0%	11.9%	11.9%	11.9%	11.9%	11.9%	11.4%	11.4%	11.4%	11.4%	11.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians (Persons with Disabilities)
2006-2020
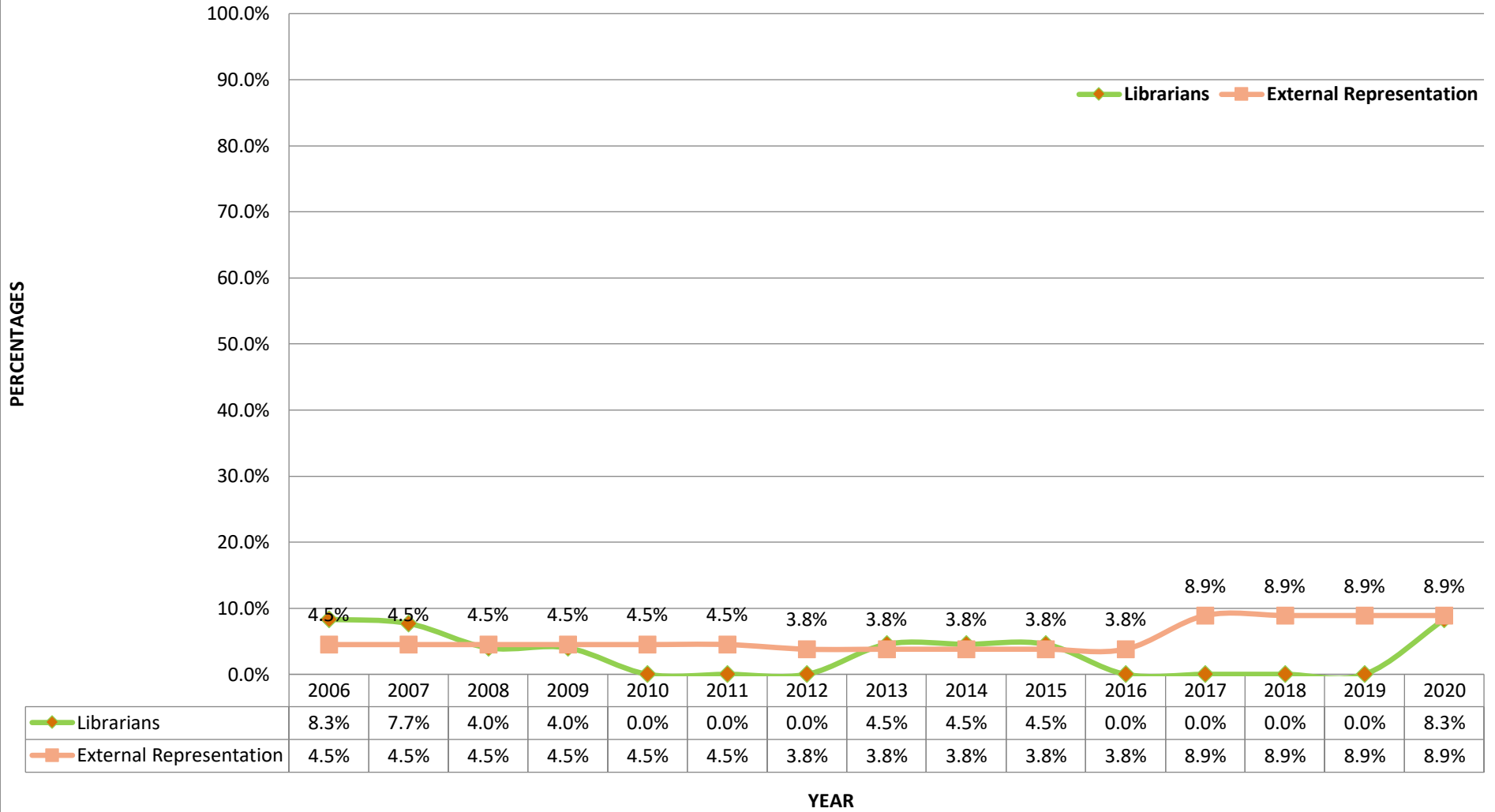
YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarians	8.3%	7.7%	4.0%	4.0%	0.0%	0.0%	0.0%	4.5%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	8.3%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2020 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Assistant Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%
External Representation - Assistant Professors	42.9%	42.9%	42.9%	42.9%	42.9%	46.4%	46.4%	46.4%	46.4%	46.4%	48.5%	48.5%	48.5%	48.5%	48.5%
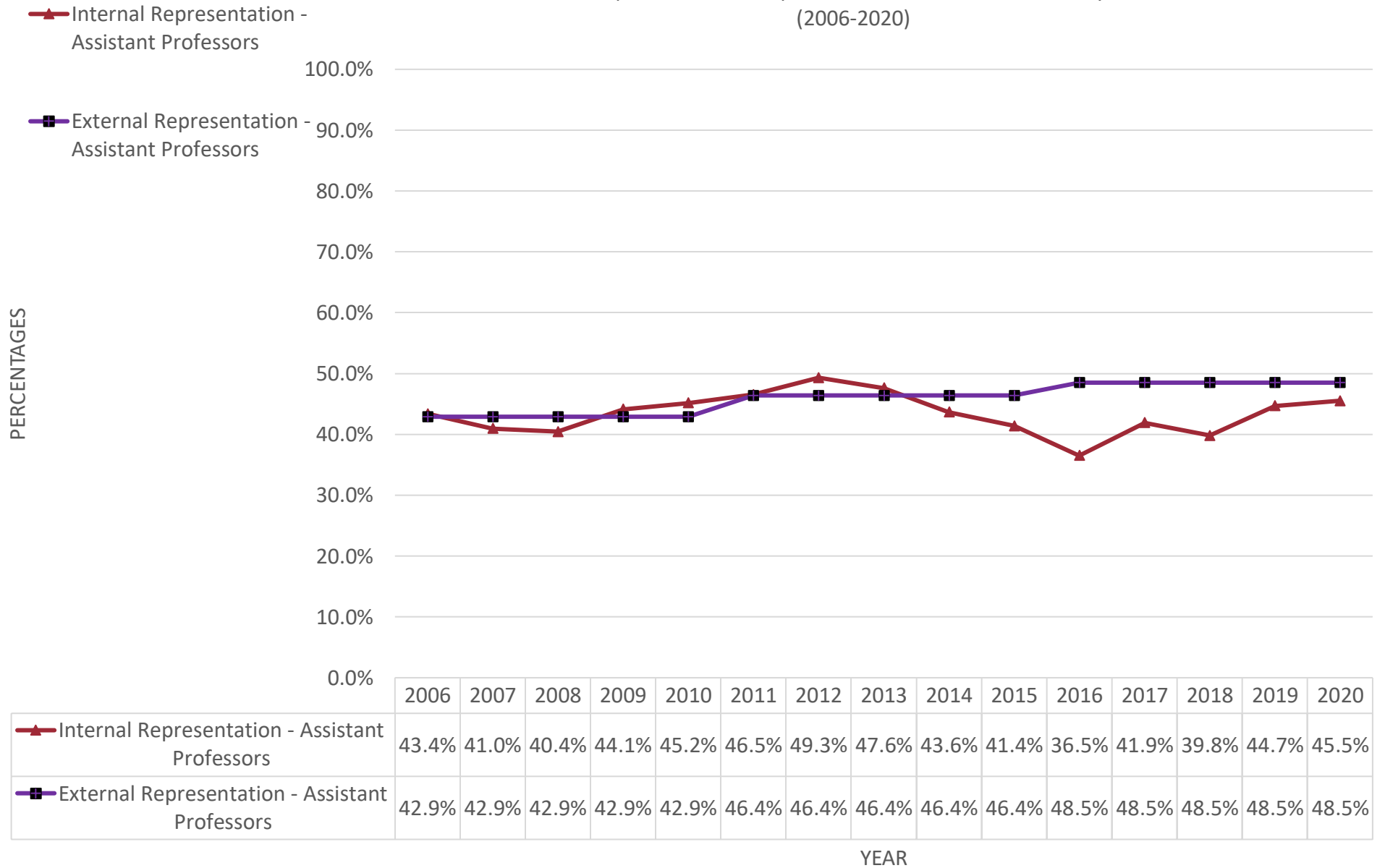
The external representation data on full-time University teachers by rank and gender are obtained from the
CAUT Underpaid and Overworked Report

Associate Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%
External Representation - Associate Professors	36.0%	36.0%	36.0%	36.0%	36.0%	38.3%	38.3%	38.3%	38.3%	38.3%	43.0%	43.0%	43.0%	43.0%	43.0%

YEAR
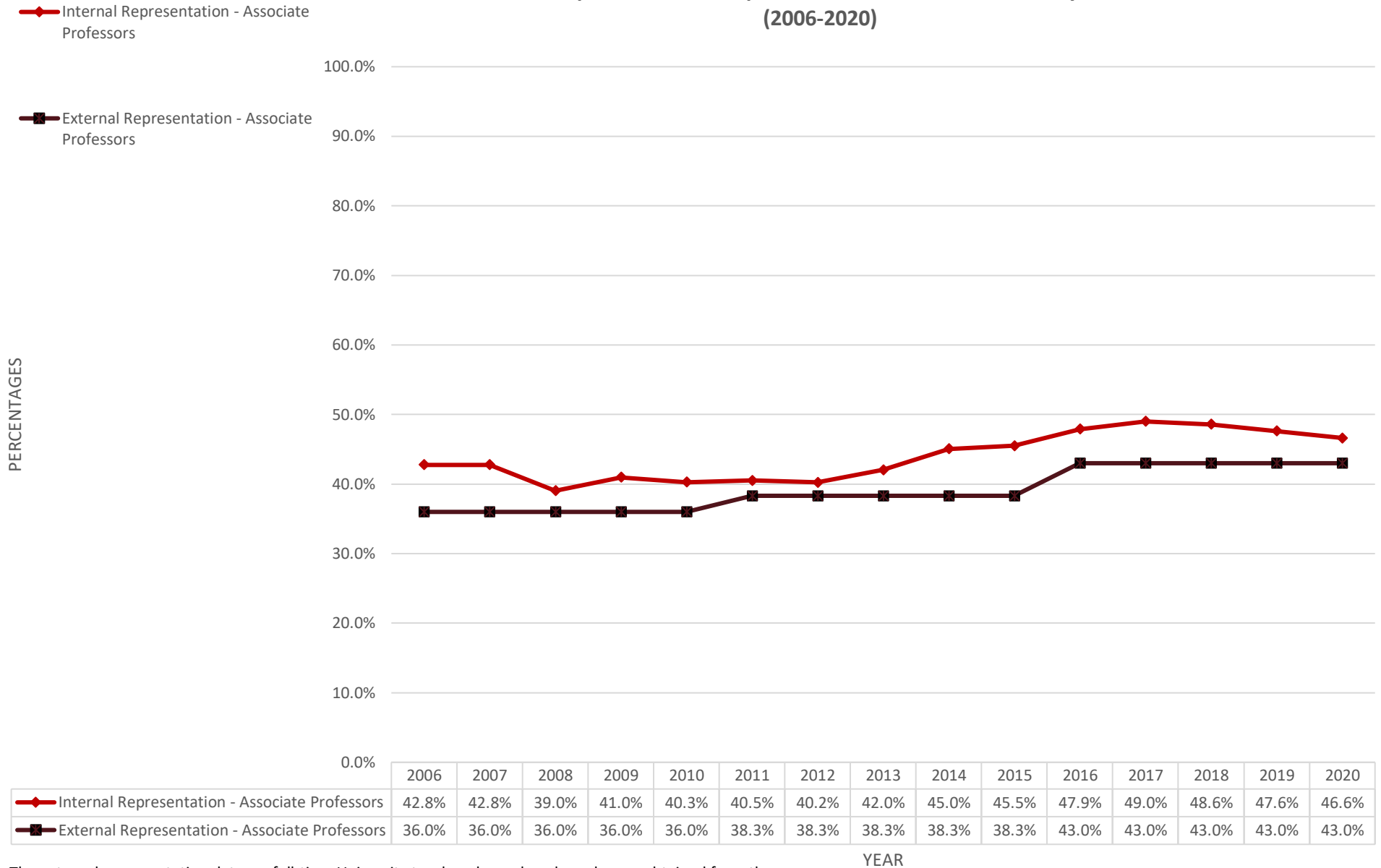
The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

Full Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

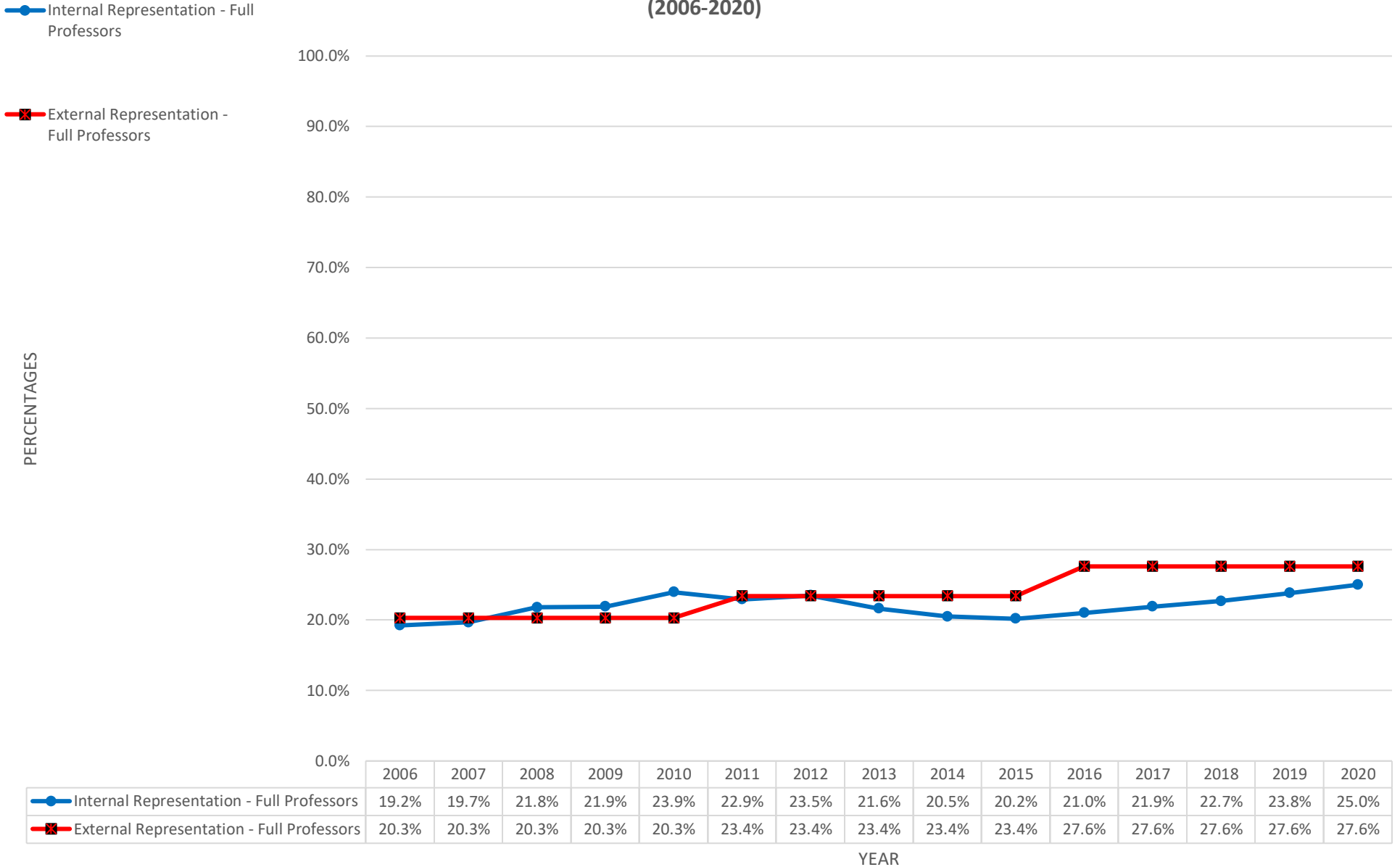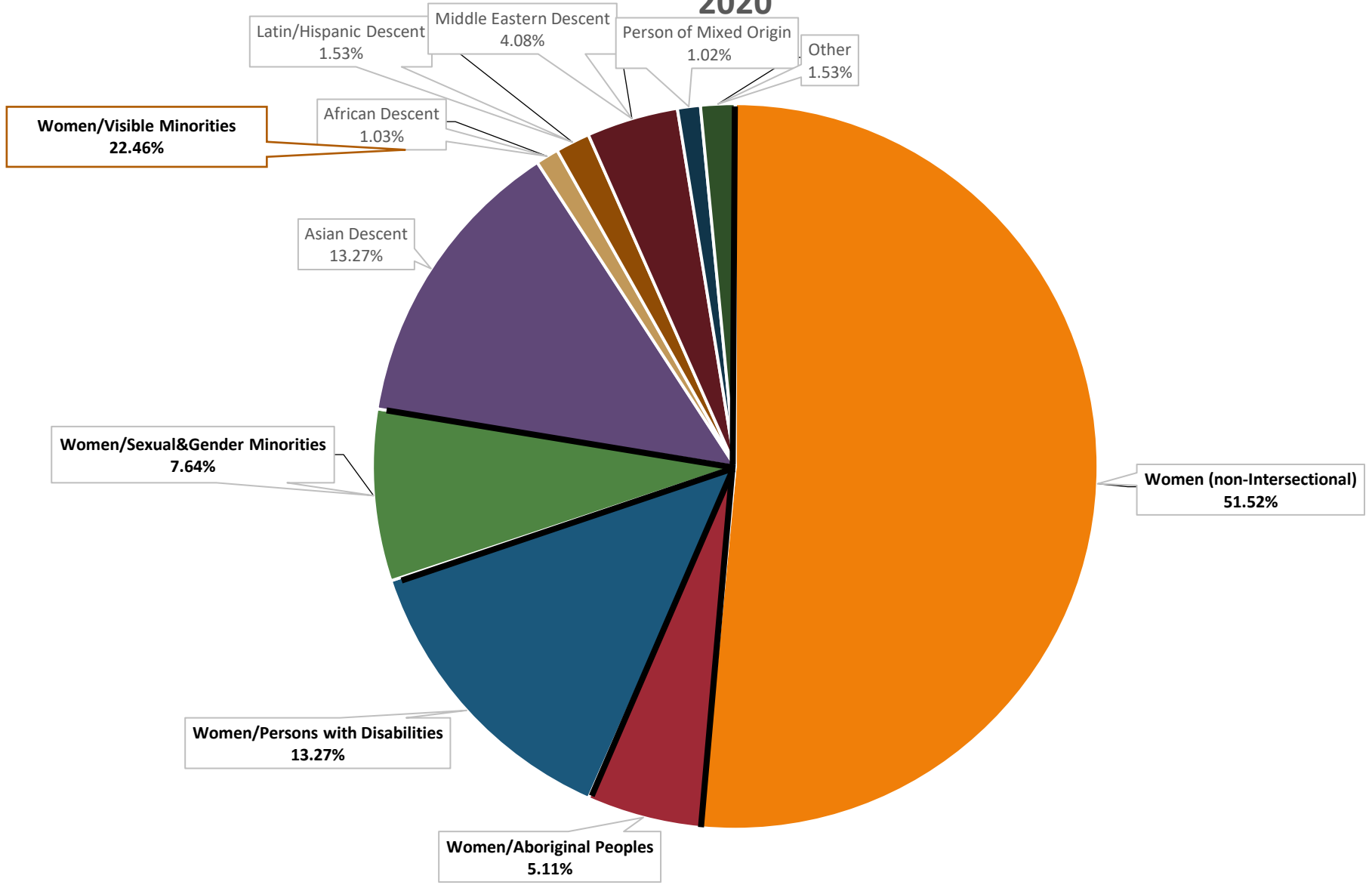|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%	23.8%	25.0%
External Representation - Full Professors	20.3%	20.3%	20.3%	20.3%	20.3%	23.4%	23.4%	23.4%	23.4%	23.4%	27.6%	27.6%	27.6%	27.6%	27.6%

YEAR

The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

Professors and Librarians (Internal Representation) - Women Intersectionality
(total percentage of women of internal academic workforce is 39.5%)
2020

- Latin/Hispanic Descent 1.53%
- Middle Eastern Descent 4.08%
- Person of Mixed Origin 1.02%
- Other 1.53%
- Women/Visible Minorities 22.46%
- African Descent 1.03%
- Asian Descent 13.27%
- Women/Sexual&Gender Minorities 7.64%
- Women/Persons with Disabilities 13.27%
- Women/Aboriginal Peoples 5.11%
- Women (non-Intersectional) 51.52%

Visible Minorities - Disaggretated Groups
As of September 2021
(includes assistant professors, associate professors, full professors and librarians)

	Internal Representation Racialized People/Visible Minorities Sept 2021	Asian Descent/Ancestry	African Descent/Ancestry	Latin/Hispanic Descent/Ancestry	Middle Eastern Descent/Ancestry	Person of Mixed Origin	Other
Overall	34.11%	21.25%	2.92%	0.97%	6.82%	1.17%	0.97%
Assistant Professor	38.10%	21.43%	3.17%	3.17%	8.73%	0.79%	0.79%
Associate Professor	26.79%	17.26%	2.98%	0.00%	4.17%	1.79%	0.60%
Professor	39.90%	25.76%	3.03%	0.51%	8.59%	0.51%	1.52%
Librarians	14.29%	9.52%	0.00%	0.00%	0.00%	4.76%	0.00%

Visible Minorities - Disaggregated Groups

5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017, 2018, 2019 & 2020 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports. The *next steps* and recommendations were organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

Item	2020 Report *Next Steps* and Recommendations	Status
1.	**RCEE recommends** that the University ensures that the disaggregated data are used in the various searches/appointments.	Completed
2.	**RCEE recommends** that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed
3.	**RCEE recommends** that the University explores the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	**RCEE recommends** the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
5.	**RCEE recommends** that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	**RCEE recommends** that the University identifies best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	**RCEE recommends** that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.	For Consideration
8.	**RCEE recommends** that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	In Progress
9.	**RCEE recommends** that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing
Item	2019 Report *Next Steps* and Recommendations	Status
		All Recommendations from the 2019 Report have been Completed
Item	2018 Report *Next Steps* and Recommendations	Status
4.	**RCEE recommends** that the University explores the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	Ongoing and For Consideration

5.	**RCEE recommends** under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
6.	**RCEE recommends** that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
7.	**RCEE recommends** that as part of its commitment to equity, the University examines the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration
Item	2017 Report *Next Steps* and Recommendations	Status
8.	**RCEE recommends** that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions. Note: This refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.	Varying Degrees of Implementation
9.	**RCEE recommends** that the University ensures equity is weighted on all hiring grids.	Varying Degrees of Implementation
Item	2016 Report *Next Steps* and Recommendations	Status
10.	**RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.	In Progress
Item	2015 Report *Next Steps* and Recommendations	Status
11.	3b. Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids. Note: A basic sentence is in ads of the University's commitment. A few units have begun using more prominent and clearly defined language.	Varying Degrees of Implementation

6 SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

Data

1) **RCEE recommends** that the University provides disaggregated data on the designated group women on an ongoing basis.

2) **RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

Enhancing Equity

3) **RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.

4) **RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.

5) **RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant underrepresentation of women, and develop/implement a targeted recruiting process.

6) **RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

Enhancing the Equity Infrastructure

7) **RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.

8) **RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post- interview grid with rating attached.

Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following is suggested for further exploration:

9) **RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.

Positive action has occurred on campus regarding equity concerns over the past year. In particular, efforts have been made to identify and begin to address both immediate and systemic issues linked to anti-Black racism. Proactive work continues regarding Indigenizing the University in a variety of ways. Administrative structures are being created so that long-term change can occur in these and other areas of marginalization. Ongoing attention and support are needed to ensure these actions can continue and are appropriately resourced. Such efforts will help to sustain the longer-term changes needed so that an equity-informed learning and working environment is available to all.

RCEE Committee Members:

Kaye Johnson
Daniella Beaulieu
Vicki Jay Leung
Vicky Paraschak

University of Windsor
Senate

5.8:   **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. **Search – Dean of the Odette School of Business**
   The process of selecting the Search committee and Search consultant is underway. Initiated the process at the Odette Faculty Council meeting on Friday March 25, 2022.

2. **Search – AVP Student Experience**
   The Search committee met on Wednesday March 30, 2022 to review Bylaw 12 and the Search timeline. The selection of the Search consultant is underway.

3. **COVID update – Spring 2022 forward**
   - Communication distributed to campus on Thursday March 31, 2022 outlining the suspension of the Vaccine and Mask policies, and the transition to passive screening as of May 1, 2022.

   - The provisions of the Emergency academic plan end on April 30th, 2022, and there is no proposal to extend it as the University moves to a full return to campus.
     https://lawlibrary.uwindsor.ca/Presto/content/GetDoc.axd?ctID=OTdhY2QzODgtNjhlYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=Mjcw&pID=MjMy&attchmnt=False&uSesDM=False&rIdx=Mjcw&rCFU=
     - One item under further consideration is revision of the VW date – Currently VW notations appear on transcripts starting the end of the second week of class (which is the earliest notations appear across the University sector), until the end of week 9. Based on feedback from students, faculty, Associate Deans and Deans, a proposal is moving to Academic Policy committee for discussion. The proposal is to move the last date to voluntarily withdraw to the last day of classes, and to remove the VW notation from the transcript. The record of the course would be retained within the student system, as is currently the case. This is consistent with the practice at Carleton University and University of Guelph. A number of Ontario universities are currently revisiting their practices.

4. **External Engagement – Registrar's Office**
   - An ad-hoc advisory group of members of both Senate and Senate Governance has been created to provide oversight in terms of due diligence of process, accountability, and that areas of concern are being addressed. The first meeting was held on March 31, 2022, to review the background and context, list of stakeholders, and the progress made to date. Next steps include sharing background material provided to engagement team, meeting the engagement team, receiving preliminary results, and receipt and review of final report and recommendations. The final report will be presented to Senate and posted publicly.
   - The engagement will commence again the week of April 4th or at the earliest availability of the remaining stakeholders and the external team.

5. **Student Event**
   a) The Provost's office in partnership with the Office of Student Experience will be hosting Eileen Kenkel from Telus to offer two online sessions on April 12th and 13th for all students on *Building Your Personal Brand.*
      o Eileen (she/her) is a Director at TELUS, building the next generation of Customer Care tools for team members and customer self-serve. Eileen has more than 30 years' experience in leadership, strategy and project management and holds a bachelor's degree in Electronics and Computer Systems Engineering. She is passionate about developing the next generation of leaders for TELUS and for Canada and is the founder of Next Gen Network.
      o She will be working with UWindsor to create a suite of sessions for the 2022-2023 academic year

   b) Summer Registration
      o April 1st – May 8th 2022

University of Windsor
Senate

5.9:   **Report of the Vice-President, Equity, Diversity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

1. Successful inaugural EDI Week wrapped up March 26. There were 8 formal activities throughout the week. Planning for EDI Week March 21-26, 2023 has begun. Please send your feedback and suggestions to vpedi@uwindsor.ca.

2. Friday April 1: Dr. Carl James presented in our Distinguished Speaker Series. His topic was '*Hortative EDI: Beyond task force reports, unconscious bias training, and targeted hirings'*? The next event in the series will feature Dr. Annett Henry.

3. Equity, Diversity, and Inclusion and Indigeneity and Decolonization external review is underway. The consulting firm is Higher Education Strategy Associates (HESA). The consultants will be conducting over 100 interviews and consultation sessions across the campus in the next three months. Please contact the office if VPEDI if you want to make suggestions about entities that should be involved in the consultations and we will connect you with the consultants.

4. Implementation phase for ABR Taskforce recommendations has begun. An Implementation Oversight Committee is in now in place to lay out a strategy for ensuring accountability. The committee is also tasked with oversight for UWindsor meeting its obligations under the Scarborough Charter.

5. Phase One of the Student Idenfication Survey is still under way. Over 2200 students have participated in the survey to date.

University of Windsor
Senate

5.10:   **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Michael Siu**

1. The Office of Research and Innovation Services has been busy supporting major and multi-institutional research initiatives, including:
    a. Canada First Research Excellence Fund (CFREF) application on automobility and automotive engineering, involving six partnering universities from coast to coast, as well as original equipment manufacturers and parts suppliers. CFREF aims to support university research strengths within Canada's strategic areas of priority that will create long-term economic advantage for Canada. Recent announcements of industrial investments (with substantial governmental incentives) in electrical vehicles and battery plants emphasize the strategical economic importance of research investment in automobility and electrification.
    b. Canada Foundation for Innovation (CFI) – Innovation Fund (IF) application for the acquisition of a compact accelerator-based neutron source (CANS), which constitutes part 2 of a pan-Canadian initiative involving 17 universities from coast to coast, to build and expand the research infrastructure in using neutrons as a probe for materials structure and as an agent for targeted cancer therapy. Neutrons are exquisitely sensitive to light elements, including hydrogen and lithium (while x-rays are not); and are, therefore, also especially useful probes for biomaterials and lithium-based batteries.
    c. CFI applications led by other universities with UWindsor as a collaborating institution – these applications include one to CFI – Major Science Initiatives for funding the operations of freshwater observatories, including those in the Real-time Aquatic Ecosystem Observation Network (RAEON), which was originally funded in 2017 through a CFI-IF grant; a second application to also CFI-IF on freshwater ecosystem assessment and management; and a third application, to CFI-IF as well, on hybrid additive manufacturing.

2. Dr. Ken Drouillard will be stepping down as Chair of the Research Safety Committee (RSC) and taking his sabbatical leave on June 1, 2022. We are indebted to Ken for his leadership and dedication in supporting research at UWindsor and ensuring that it is carried out safely, especially during the unprecedented challenge of the COVID-19 pandemic. We are in the process of identifying the next RSC Chair.

3. The Office of the Vice-President, Research and Innovation nominates colleagues for research awards and recognitions. Recent nominations include:
    a. Royal Society of Canada (RSC) Fellows – three nominations submitted; Fellows of the RSC are distinguished Canadians from all branches of learning who have made remarkable contributions in the arts, the humanities and the sciences, as well as in Canadian public life.
    b. RSC College of New Scholars, Artists and Scientists – six nominations submitted; the RSC College is Canada's first national system of multidisciplinary recognition for the emerging generation of Canadian intellectual leadership.
    c. Social Sciences and Humanities Research Council (SSHRC) Impact Awards (in recognition of outstanding researchers and to celebrate their research achievements) – one nomination submitted.
    d. Natural Sciences and Engineering Research Council (NSERC) Synergy Awards (in recognition of outstanding partnerships between universities and industry) – one nomination to be submitted by April 19, 2022.